



IMPACT REPORT
2017-18

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Glossary

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Life Skills are abilities for adaptive and positive behavior that enable young people to deal effectively with the demands and challenges of everyday life.

1995, World Health Organisation

The Urgency of Life Skills

Young people from vulnerable backgrounds come from various experiences of adversity. Adversity affects their ability to engage with the world, make healthy life choices and their inability to thrive in the fast moving world.

At Dream a Dream, we believe that the 21st century skills provide an excellent opportunity to young people from vulnerable backgrounds. Young people are able to adapt to this new, fast changing world through life skills and thus achieve positive outcomes in life.

Dream a Dream Life Skills Impact-2017-18



94.4%
children meaningfully engaged

59720
children part of the life skills programme

97.4%
children showed positive change in their skills

Introduction

————— Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach. Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme (ASLSP) and Career Connect Programme (CCP); have trained over 5500 teachers/educators from 157 partners through our Teacher Development Programme (TDP) impacting over 137,500 children and young people and sensitise over 2500 volunteers through our unique Life Skills Development model. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.

At the centre of Dream a Dream's approach is the child who we believe, has the potential to overcome adversity and develop life skills. This is followed by their closest influencers. Next are parents, teachers and volunteers. The outer key influencer is community. Eventually, they make the universe that the young will inhabit, and hence need to be made aware of the challenges.

Dream a Dream addresses this challenges through 3 key programmes that is, ASLSP and CCP directly impacting the young people and TDP indirectly impacting young people through teachers and thus unlock their

potential. In ASLSP and CCP, we use a life skills approach where young people are able to make choices and get meaningfully engaged. While the TDP uses the life skill approach to nurture empathy, expand their creativity, develop listening and validation skills and the ability to share with authenticity while also learning facilitation skills.

Methodology:

To understand how our programmes are performing overall and how they are performing on a deeper level within programmes, we use the Dream Life Skills Assessment Scale (DLSAS) which is the first standardized impact measurement tool in the world to measure improvement in the life skills among disadvantaged children. In this report we are using a quantitative method of analysis for assessing our programmes. The outcome of the programmes are also measured qualitatively through stories and testimonials. An analysis of both quantitative and qualitative data are presented in this Impact Report.

Learnings and Outcome of the Programme:

DELIVERING IMPACT

Positive change in participants' average scores

92.6%
ASLSP

99.7%
CCP

100%
TDP

Improvement in participants' life skills in atleast 4 and above

81.4%
ASLSP

95.3%
CCP

97.9%
TDP

Participants above norms(>=2.5 points) by the end of the programme

96.9%
ASLSP

91.4%
CCP

100%
TDP

Improvement in participants' skills by atleast one standard deviation(>=.75)

83.5%
ASLSP

96.6%
CCP

97.9%
TDP

Participants who had meaningful engagement (ie; made meaningful choices in life)

96.6%
ASLSP

92.1%
CCP

90 %
positive feedback from of the teachers attending the Life Skills Facilitation workshops (LSF)

BUILDING EVIDENCE

- The analysis showed a strong correlation between baseline score and improvement in ASLSP and CCP while a weaker correlation in the TDP. All programme analysis showed participants with low baseline score in the beginning of the programme had an improvement in life skills by the end of the programme.
- The study on attendance (ASLSP) showed a positive correlation between life skills and attendance of participants. The analysis showed that participants in ASLSP had high attendance and an improvement in life skills.
- The longitudinal study revealed that participants continuously engaged in ASLSP begin with a higher baseline score and also end with a higher end line score when compared to young people newly enrolled in the programme
- The Last Mile Support Programme (LMSP) has been effective in keeping the dropout rate of participants to less than 7.9% in the last four years

01 **After School Life Skills Programme (ASLSP)**

————— The After School Life Skills Programme uses the medium of sports and arts to engage and develop critical life skills. The programme is an innovation and experiential lab where new approaches to life skills are developed, introduced, demonstrated and fed back into a larger framework for learning. Participants of this programme are primarily between 8-15 years of age. The programme is broadly divided under two areas: Life Skills through Creative Arts and Life Skills through Sports (Football). Young people join the ASLSP and choose either an art-based or the sport-based medium. The Young People are then divided based on their age, into batches and each batch receives around 25 sessions during a school year. The programme is conducted with 22 partner schools in 2017-18.

Building an Ecosystem



“A boy came home drenched from the rain. His father looked at him and said, “Could you not have waited until the rain stopped?” His brother looked at him and said, “Couldn’t you have spent Rs.20 and taken an auto home?” The mother, while wiping the boy’s head, looked up at the sky and said, “Rain, couldn’t you have waited till my boy reached home?”
Dream a Dream is like this mother.”

Teacher, Vishnu High School (Graduation Day)

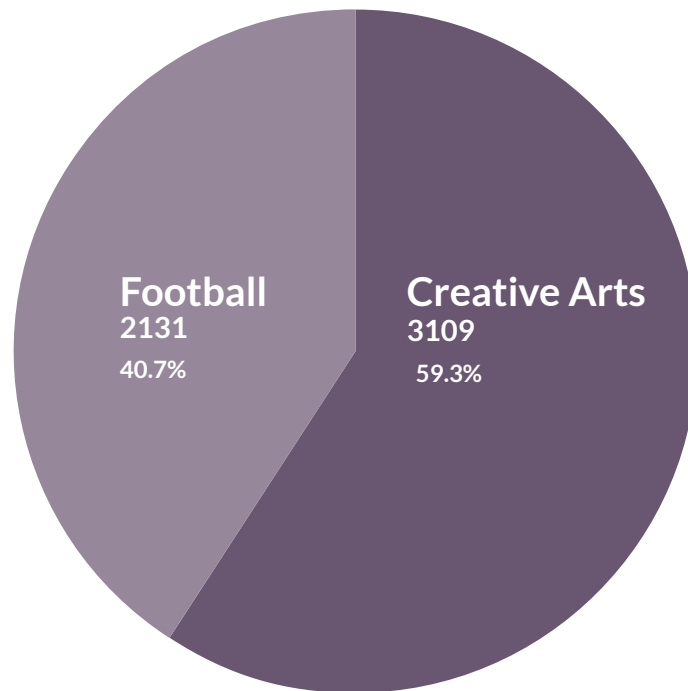
“My son comes home daily, excited and eager to tell me all things he learned in his life skills sessions. After being part of Life Skills Day, I understand now that it’s more than just a day. It is a community, a warm environment for children to flourish in. I am so happy that I am part of this day.”

Parent, Stella Mary School (Life Skills Day)

Insights:

- **59.9%**
of the participants in the ASLSP had a baseline score below norms (<2.5 points) and thus showed an urgency to develop critical life skills in young people to face the challenges in life
- The participants attending the life skill sessions showed high attendance and an improvement in skills by the end of the programme
- **100%**
graduates (N=37) married after attaining the legal age of 18 years
- **96.6%**
meaningfully engaged in ASLSP, 43.4% of the young people have made career choices while 53.2% of them are pursuing their studies

Programme-wise Distribution of Participants Who Completed the Programme



Increase in retention of young people year after year

2016-17: 91.2%
2017-18: 96.3%

Increase in young people assessed year after year

2016-17: 4963
2017-18: 5109

Total Participants

5240

Average Attendance

88.8%

Retention Rate

96.3%



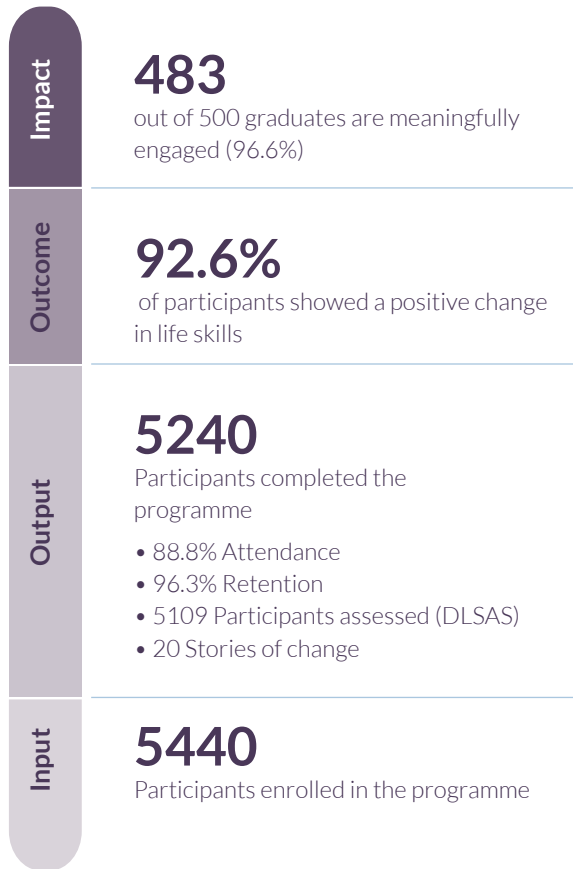
2604



2636

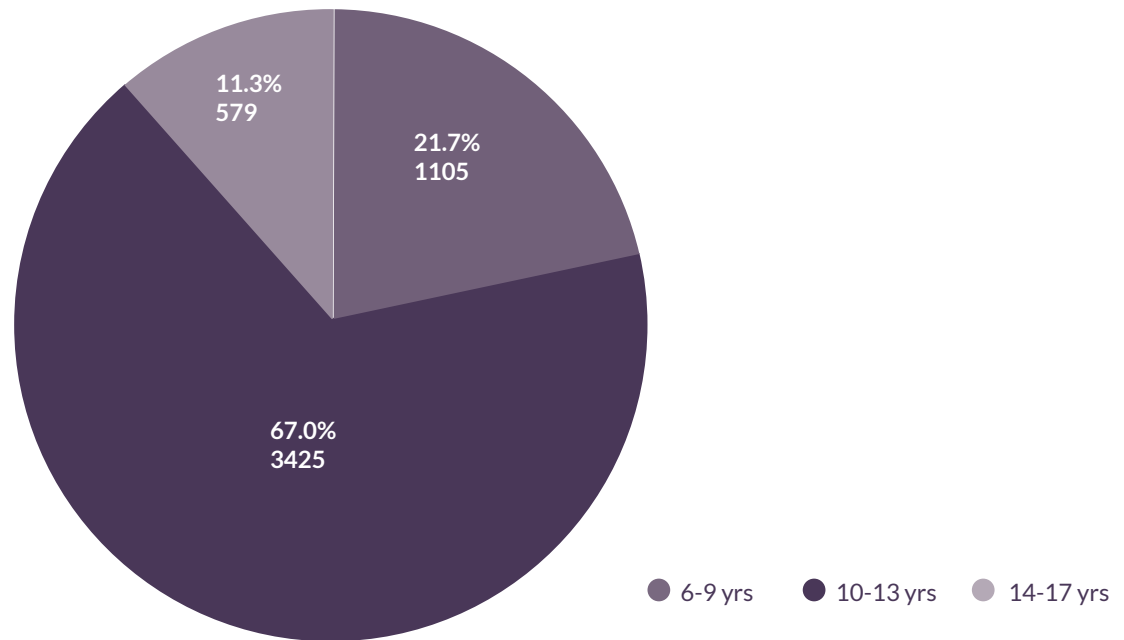
participants completed

The Logic Impact Model:



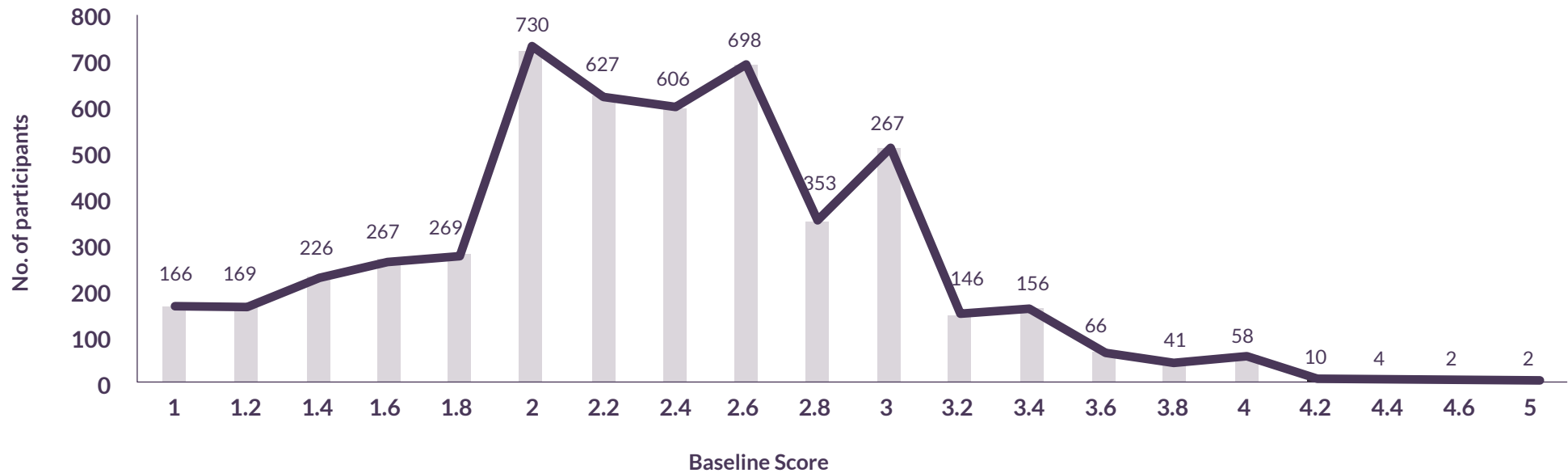
Impact Analysis: Life Skills Assessments - 2017-18

Life Skills Assessment analysis presents the LSA data sets of 5109 participants who were a part of ASLSP. Among them were 2577 male and 2532 female participants. The age group of the participants who were assessed between the age of 6-17 years.



Overall Baseline Distribution:

The overall average baseline LSA score of the participants is 2.3 points



- **54.7%** of the participants had a baseline score between 2.1 and 3 points and needed some help to demonstrate life skills
- **32.5%** of the participants had a baseline score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills
- **9.1%** of the participants had a baseline score between 3.1 and 4 points and needed 'little help' to demonstrate life skills
- **3.3%** of the participants had a baseline score of 1 and did not demonstrate any life skills
- **0.4%** of the participants had a baseline score between 4.1 and 5 points and demonstrated life skills independently

59.9%

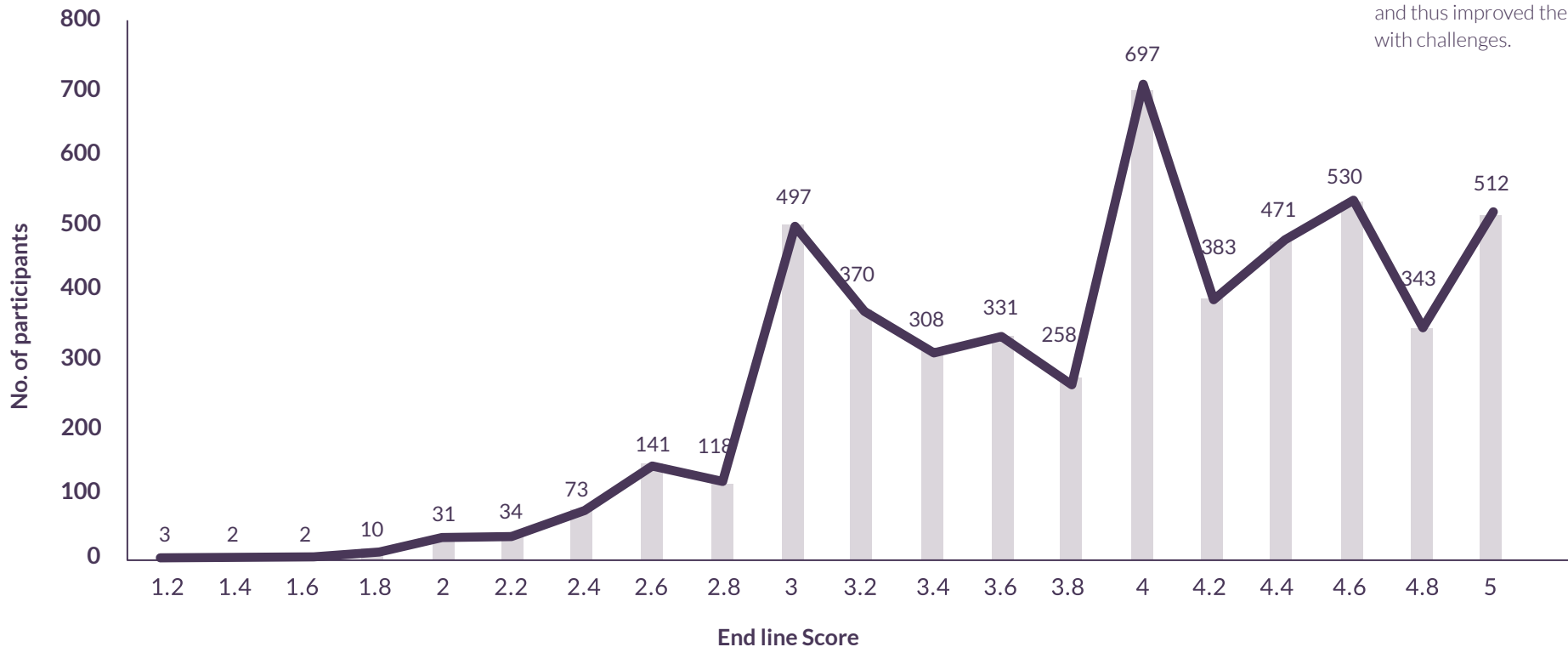
of the participants had a baseline score below the norms (<2.5 points) and thus showed the urgency to develop critical life skills in young people to face the challenges in life.

Overall End line Distribution:

The overall average end line LSA score of the participants is 3.9 points

96.9%

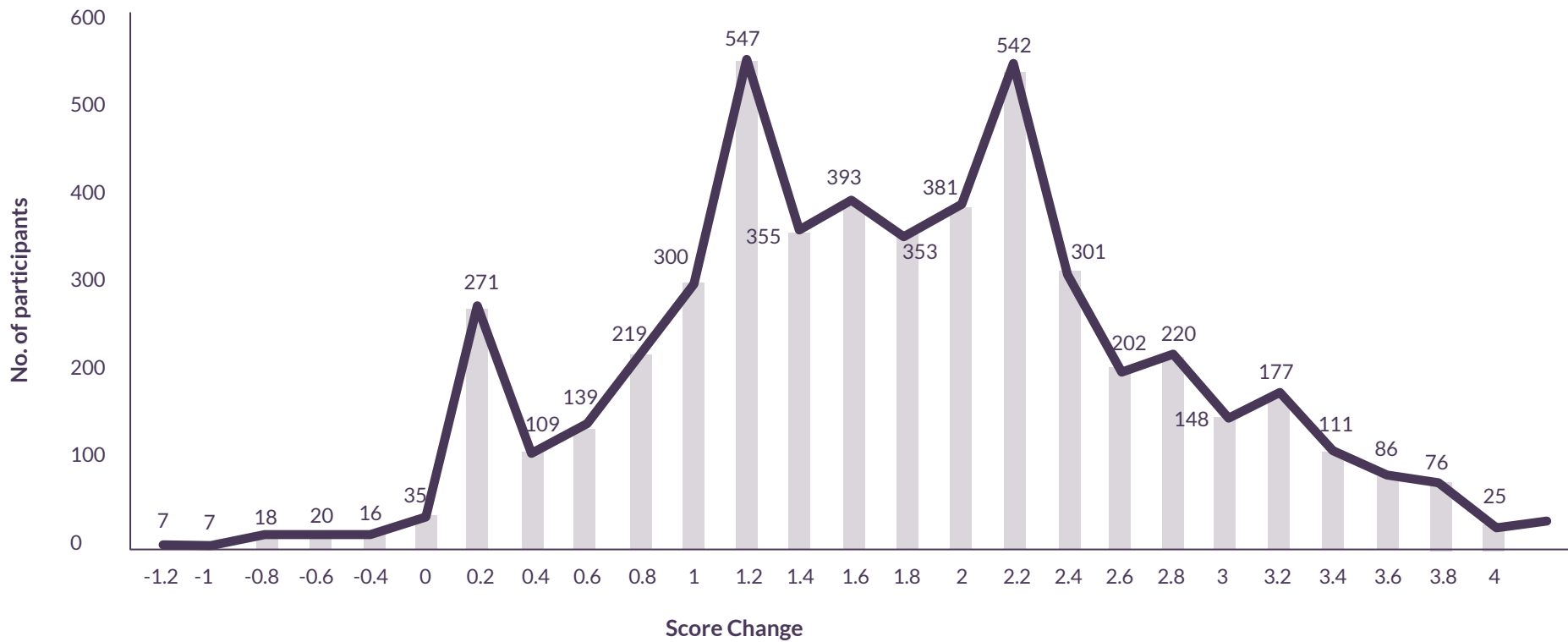
of the participants had an end line score above the norms (≥ 2.5 points) and thus improved their skills to deal with challenges.



- **43.8%** of the participants had an end line score between 4.1 and 5 points and demonstrated life skills independently
- **38.4%** of the participants had an end line score between 3.1 and 4 points and needed 'little help' to demonstrate life skills
- **16.9%** of the participants had an end line score between 2.1 and 3 points and needed some help to demonstrate life skills
- **0.9%** of the participants had an end line score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills

Overall Average Score Change:

The overall average LSA score of participants is 1.6



- **70.6%** of the participants demonstrated an improvement from 0.5 to 2.5 points
- The male and female participants showed an equal improvement in the LSA score (1.6 points)

Life Skill Improvements: LSA Score Before and After the Programme

92.6% of the participants have seen a positive change in their average scores



The analysis showed:

- The average score of the participants increased from 2.3 to 3.9 points
- 9.5 % of the participants had an average score of >3 in the beginning of the programme and this improved to 92% by the end of the programme

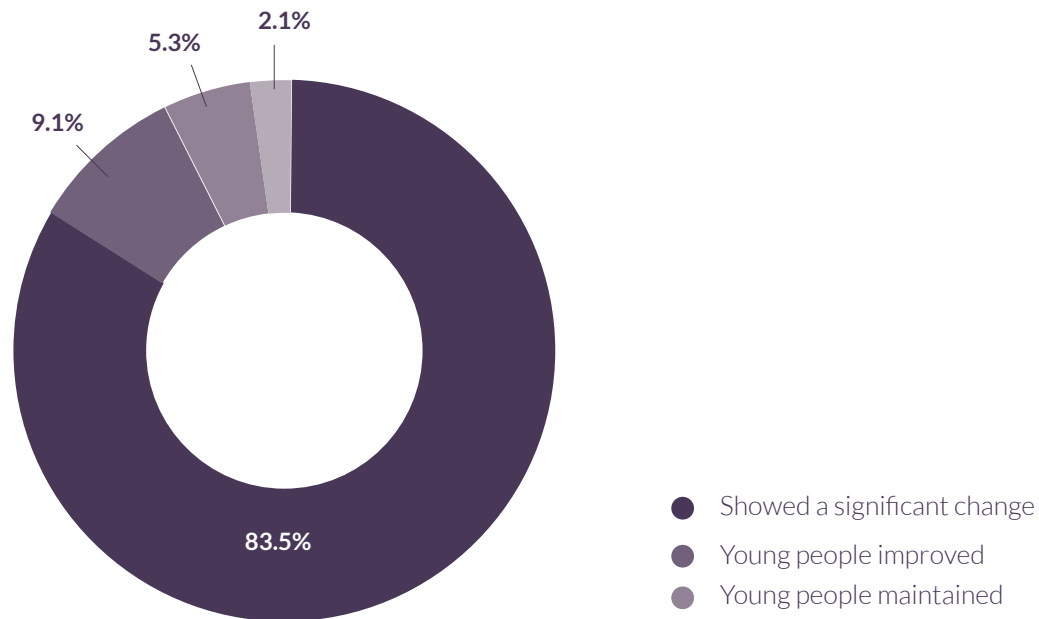
93.2%

Female participants showed slightly higher positive change than the male participants (92%)

Overall Significant Change:

83.5%

of the participants showed improvement by at least one standard deviation ($\geq .75$) and is considered a significant change



The analysis showed:

- **83.5%** of the participants showed improvement by at least one standard deviation ($\geq .75$) and is considered a significant change
- **9.1%** participants improved their scores but did not show a significant change
- **5.3%** maintained their scores, while 2.1% did not improve
- A slightly higher number of female participants (84.4%) showed a significant change compared to male participants (82.5%)



————— Seema is a 16-year-old girl studying in Mount Everest School in the 9th standard. Her father is a mechanic and her mother is a housewife. She has an elder brother studying in college. Seema is a participant at Dream a Dream's After School Life Skills Programme, pursuing football.

Seema is regular to school and gets along with her classmates, but was quick to lose her temper. In this fit of anger, she resorted to hitting her classmates and using foul language. She was rude and disrespectful to her teachers and did not pay attention to them or follow their instructions.

One of our facilitators noticed Seema's short temper and decided to have a candid conversation with her to understand her behaviour. To make her feel like she was in a safe space, the facilitator narrated a personal story about how his anger affected his life. Moved by his story, Seema began to reflect on her own behaviour and shared her story with the facilitator. She told him that her father was an alcoholic who often abused her mother. Being exposed to abusive behaviour left her feeling lost and confused, making it difficult for her to concentrate on her studies or be at peace with herself. She bottled up her feelings, which led to her being rebellious and aggressive.

Keeping in mind what Seema is going through, the facilitator thought of a more suitable way for Seema to express herself. Through a role play activity called 'Wrong Behaviour', the facilitator

made Seema play the role of a drunken driver. After this activity, she reflected on how making others in the family unhappy was wrong. She soon began to piece together how her own behaviour was causing unhappiness amongst her classmates. The role play activity and discussion that followed helped her relate to her own situation at home.

Over the next few sessions, her reflections deepened, thus helping her solve problems, come up with new ideas to control her anger and be happy. She became actively involved in football warmup sessions with her classmates and friends. Seema gradually opened up and seized opportunities.

Seema's participation in the life skills sessions gave her the courage to talk to her father and address the adverse effects of alcoholism on the family.

Seema was selected for a workshop organized by BFC (Bangalore Football Club) and got an opportunity to play with the captain of the Indian football team, Sunil Chhetri.

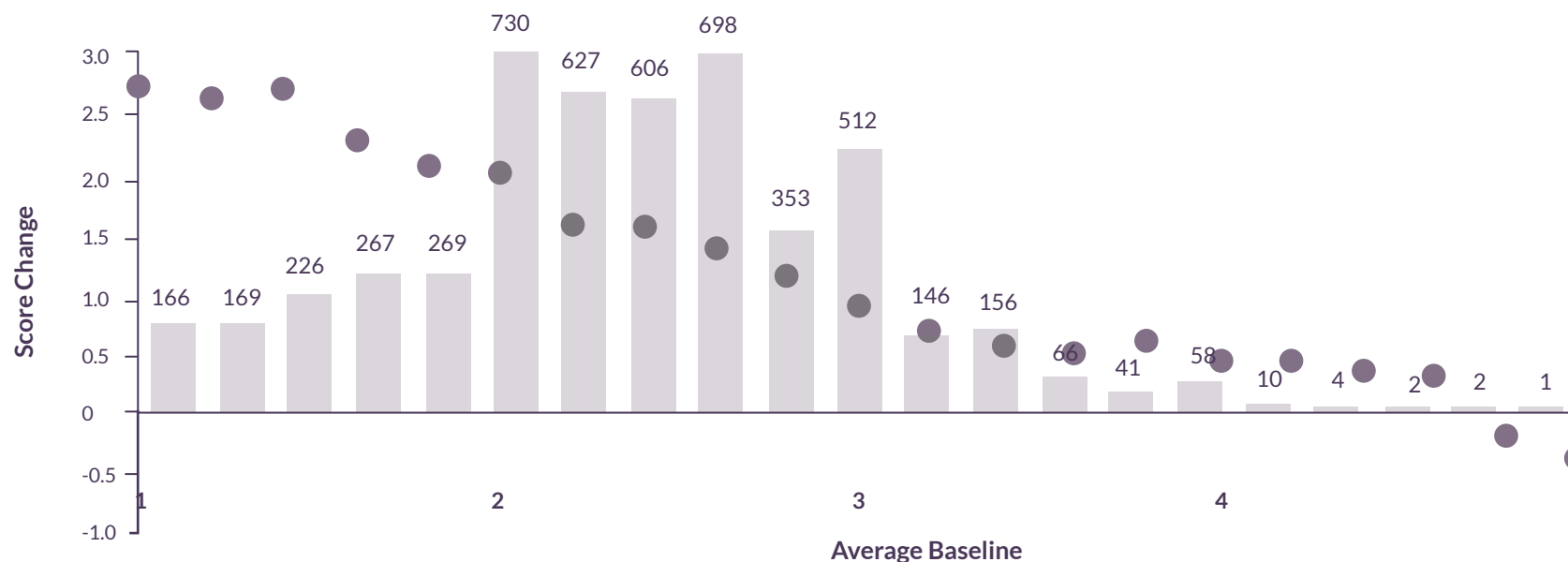
Seema

16-year-old
Grade 9, Mount Everest School

"Life skills have taught me how to lead sessions, manage team members and make decisions on my own. I have also learned to respect others while working in groups. I am very happy that Dream a Dream has given me this opportunity."


Relation Between Baseline and Improvement

Participants with a lower baseline score showed a higher improvement in life skills



The analysis showed:

- A strong correlation (0.57) between baseline and improvement that is participants with a low baseline score in life skills in the beginning of the programme showed a higher improvement in their skills by the end of the year
- **3.3%** of the participants had a baseline score between 0-1 and a score change between 1 to 4 points. Among them 100 % showed a positive change
- **32.5%** of the participants had a baseline score between 1.1-2 and a score change between -3.8 to 2.0 points. Among them 97.8 % showed a positive change
- **54.7%** of the participants had a baseline score from 2.1-3 and a score change between -6 to 2.8 points. Among them 92.3 % showed a positive change
- **9.1%** of the participants had a baseline score from 3.1-4.0 and a score change between -1.2 to 1.8 points. Among them 73.4 % showed a positive change
- **0.4%** of the participants had a baseline score from 4.1-5.0 and a score change between -2 to 6 points. Among them 77.8 % showed a positive change

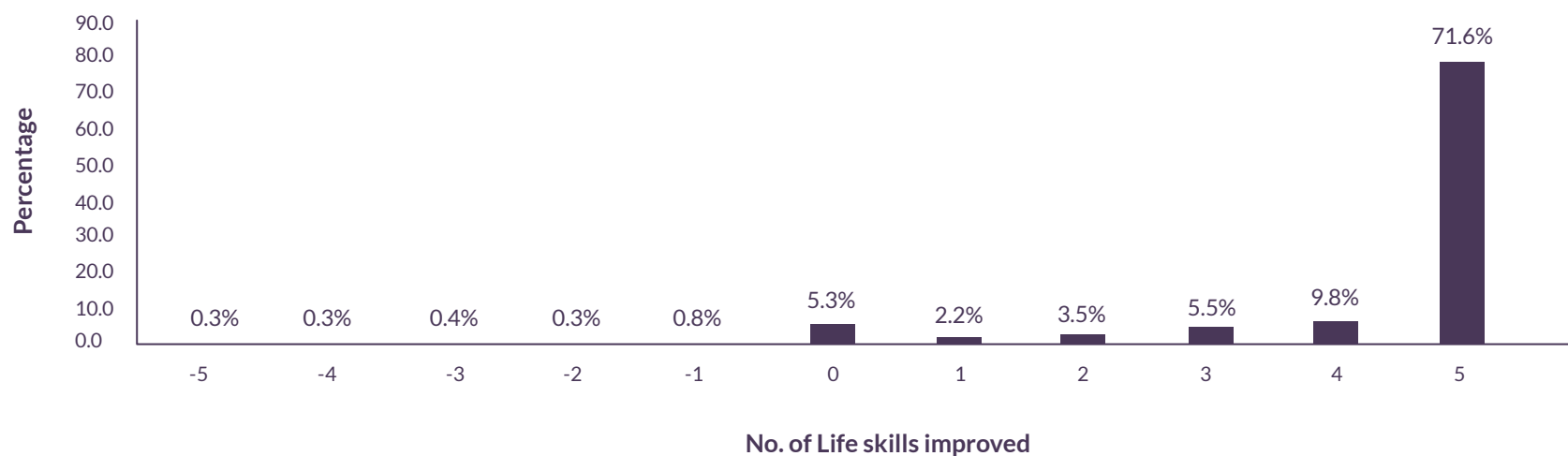


“Earlier, if I was faced with a problem, I was always thinking who would help, give suggestions or solutions. I was always torn between approaching friends and making decisions myself. But, now I try to solve the problem by making decisions myself. I suggest the same to my friends who are also facing problems.”

Young Person, Government School,
Murugeshpalya

Participants Showing Improvement in All Five Skills

71.6% of the participants improved in all five skills

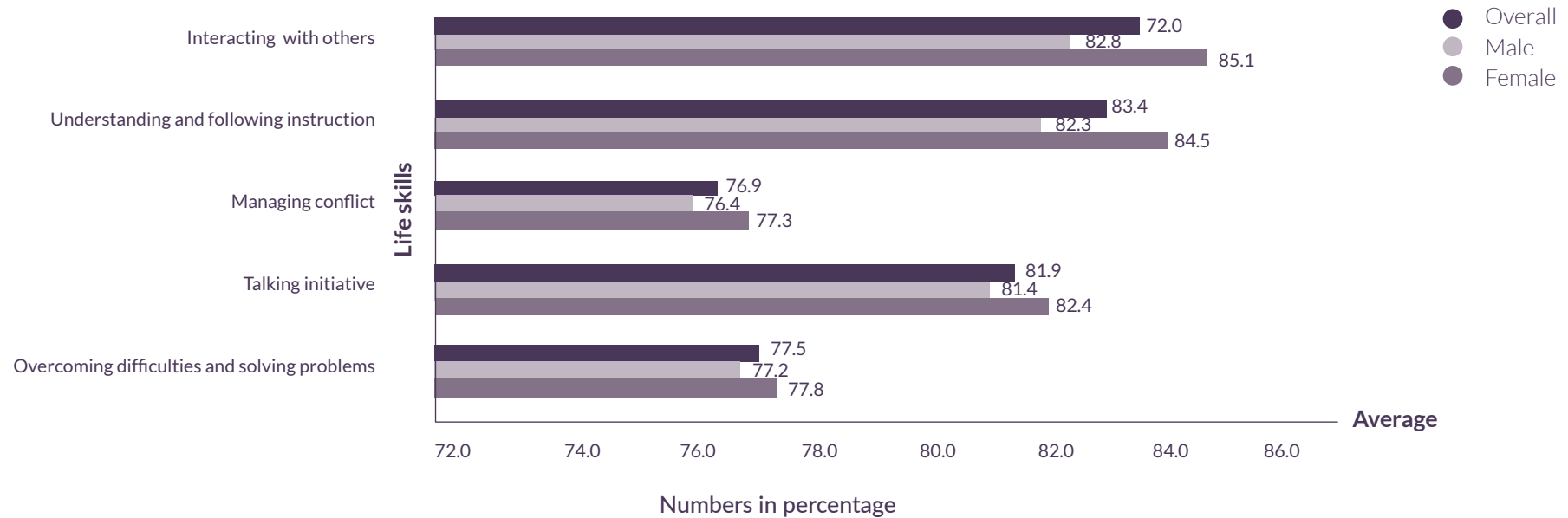


The analysis showed:

- **9.8%** participants improved in 4 out of 5 life skills
- **5.5%** participants improved in 3 out of 5 life skills
- **3.5%** participants improved in 2 out of 5 life skills
- **2.2%** participants improved in 1 out of 5 life skills
- **5.3%** participants maintained their skills
- **2.1%** participants did not improve in their skills
- A slightly higher number of female participants (72.2%) improved in all five life skills when compared to the male participants (71.1%)

Participants Showing Improvement in Each Life Skill

A minimum of 76.9% participants improved in each life skill



The analysis showed:

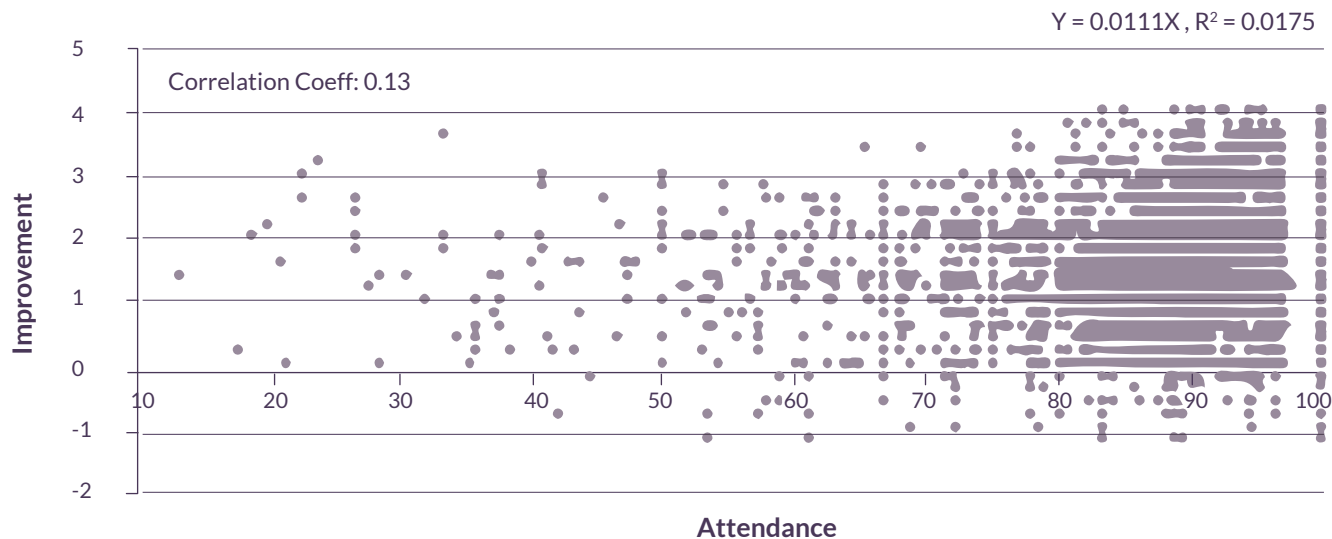
- Male and female participants showed an equal improvement in the overall average LSA score (1.6 points)

The following table also gives us details of the participants' scores and their improvement from baseline and end line:

The overall average improvement is 1.6 points

Life skill	Baseline	End line	Improvement
Interacting with others	2.5	4.1	1.6
Overcoming difficulties and solving problems	2.2	3.7	1.5
Taking initiative	2.3	4.0	1.7
Managing conflict	2.2	3.7	1.5
Understanding and following instructions	2.5	4.1	1.6
Average	2.3	3.9	1.6

Correlation Between Attendance and Improvement of Life Skills:



In the above analysis the session attendance records and LSA scores of the participants in the ASLSP were collected for the year 2017-18. The data was collected from 5240 participants, of whom 2604 were female and 2636 were male. The analysis was designed to compare the attendance records of participants and its impact on life skills.

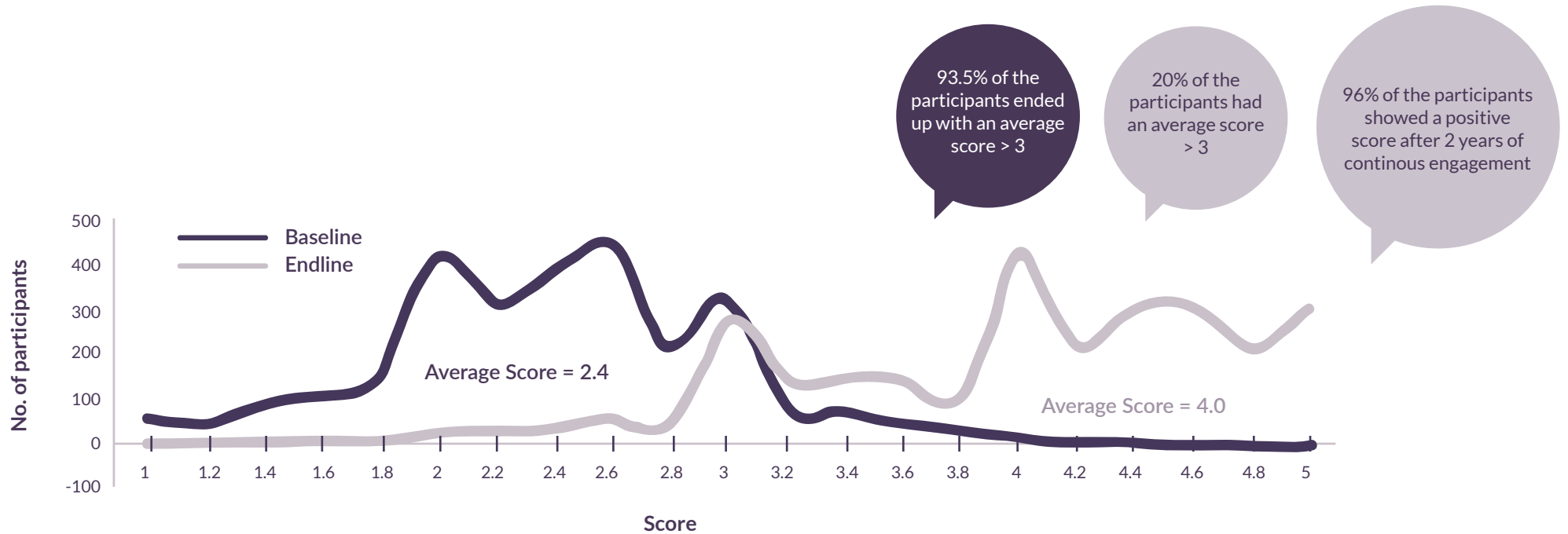
The analysis on attendance and life skills showed a positive correlation. The attendance records showed that the participants who were part of ASLSP, were regular to the sessions and developed skills by the end of the programme. The analysis further showed that with a 10% increase in the attendance in life skill sessions, the participants developed their skills by 0.11 points.

Participants attending life skills sessions showed a high attendance and improved the skills by the end of the programme

After School Life Skills Programme: A Longitudinal Study (2013-14 to 2017-18)

In the longitudinal study LSA scores of participants in the ASLSP for past five years were analysed. The LSA data sets were collected from 1897, 3079, 4506, 4963 and 5109 participants in the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 respectively. The study tries to analyze the continuous engagement of participants for the last five years and their LSA score.

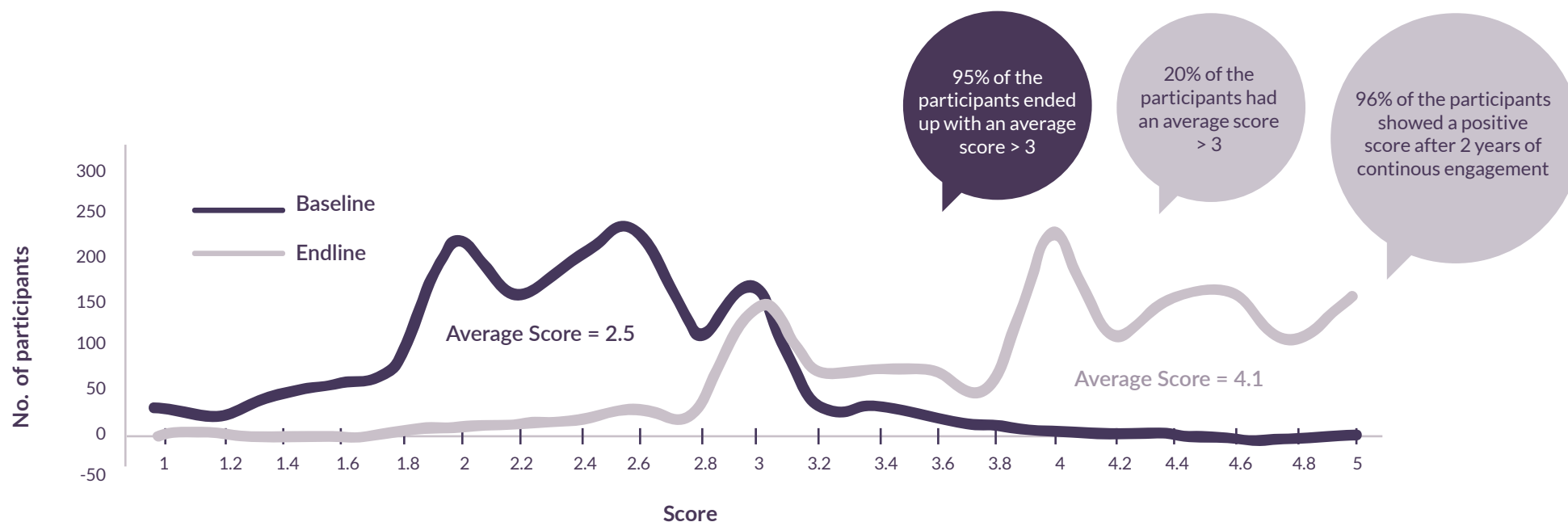
Continuous Engagement Of Participants After Two Years in the Programme (2016-17, 2017-18)



The analysis showed:

- There were 2400 new participants in the programme in the year 2017-18. The participants had a baseline score of 2.3 points and end line score of 3.9 points. They improved their score by 1.6 points
- Out of 1189 participants who were part of the 2 years (2016-17, 2017-18) continuous engagement analysis, 96% of the participants have shown a positive change. The average score of the participants increased from 2.4 to 4.0 points
- The graph also showed that only 20% of the participants had an average score > 3 and this improved to 93.5% at the end of the programme

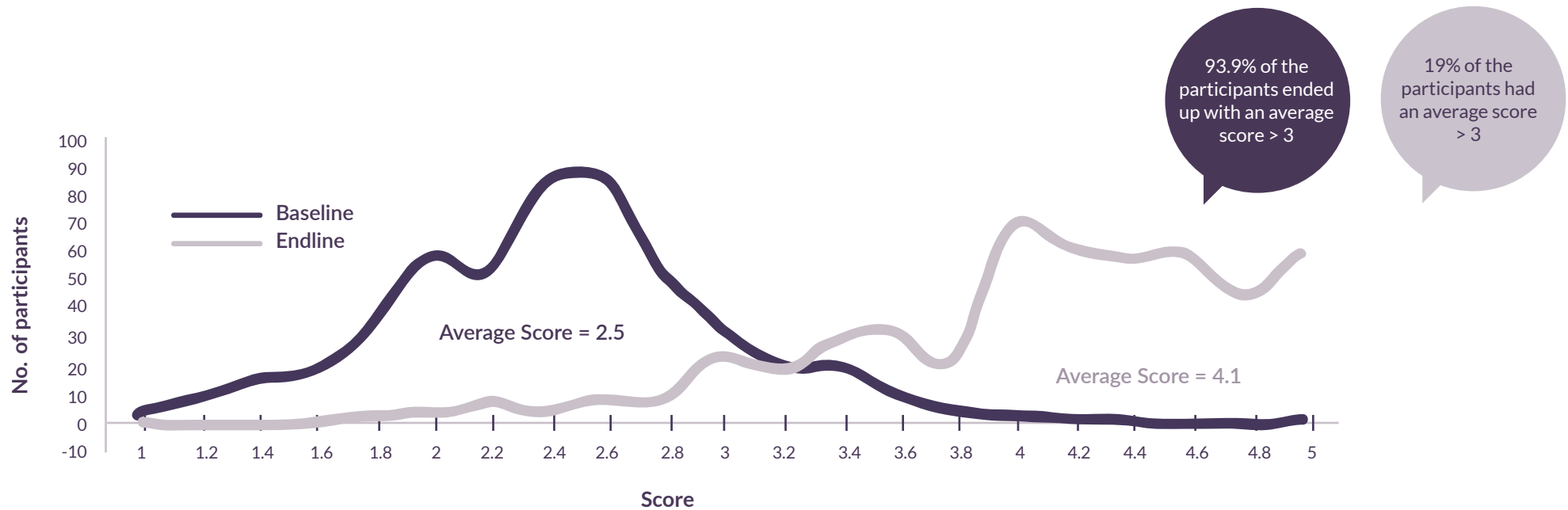
Continous Engagement of Participants After Three Years in the Programme (2015-16, 2016-17, 2017-18)



The analysis showed:

- Out of 1011 participants who were part of the 3 years (2015-16, 2016-17, 2017-18) continuous engagement analysis, 96% of the participants have shown a positive change. The average score of the participants increased from 2.5 to 4.1 points
- The graph also showed that only 20% of the participants had an average score > 3 and this improved to 95% at the end of the programme

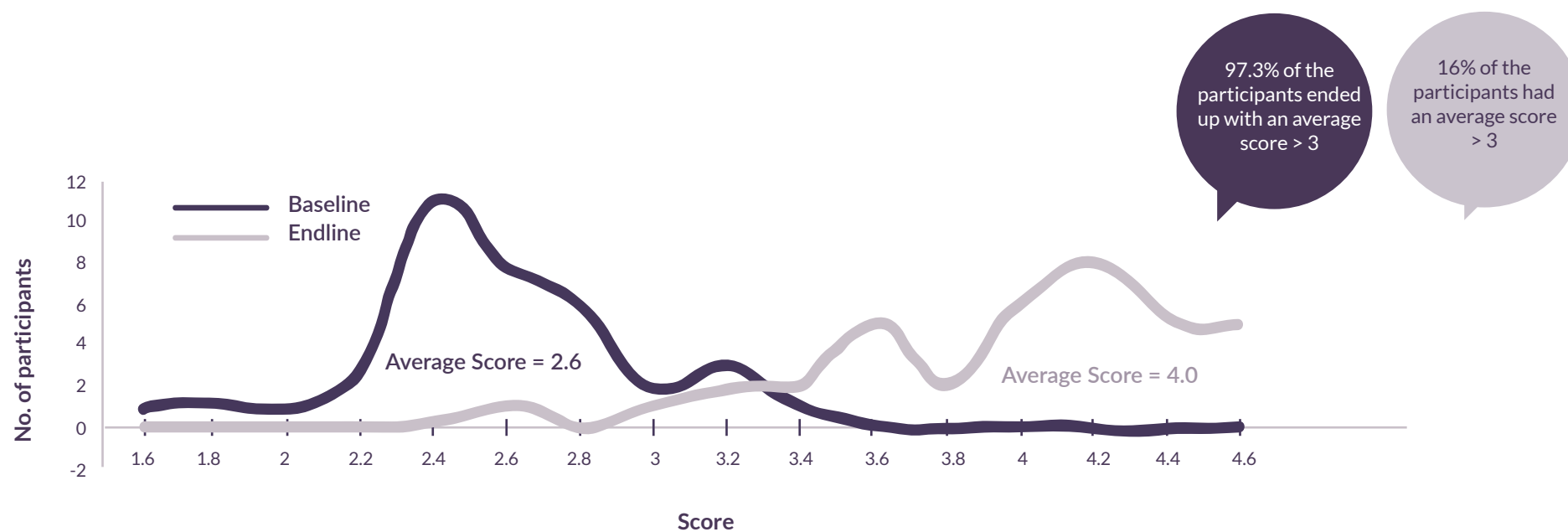
Continous Engagement of Participants After Four Years in the Programme (2014-15, 2015-16, 2016-17, 2017-18)



The analysis showed:

- Out of 472 participants who were part of the 4 years (2014-15, 2015-16, 2016-17 and 2017-18) continuous engagement analysis, 79% of the participants showed a positive change. The average score of the participants increased from 2.5 to 4.1 points
- The graph also showed that only 19% of the participants had an average score >3 and this improved to 93.9% at the end of the programme

Continous Engagement of Participants After Five Years in the Programme (2014-15, 2015-16, 2016-17, 2017-18)



The analysis showed:

- Out of 37 participants who were part of the 5 years (2013-14, 2014-15, 2015-16, 2016-17 and 2017-18) continuous engagement analysis, 76% of the participants have seen a positive change. The average score of the participants increased from 2.6 to 4.0 points
- The graph also showed that only 16% of the participants had an average score >3 and this improved to 97.3% at the end of the programme

The Longitudinal Analysis 2013-14 to 2017-18 Shows:

- The participants continuously engaged in the programme have a slightly higher baseline and end line compared to the participants enrolled in the programme for the first time. The participants improved their life skills year after year
- The analysis shows the correlation between years of participation (continuous engagement) and the participant's improvement in life skills
- The ASLS continuous engagement programme takes into consideration certain criteria such as age, grade in school and maturity level of the participants for skills assessment. Based on the criteria, we find an improvement in the skills of the participants who we have continuously engaged over years

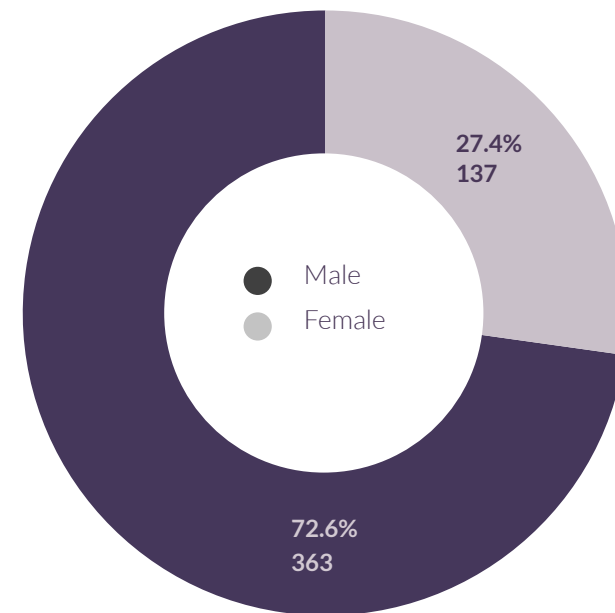
Long Term Impact: ASLSP Tracking & Analysis

As a pilot, the ASLSP tracked graduates who had completed the life skills programme. In 2017-18, 500 graduates were tracked through a series of support calls to understand the impact of life skills in everyday life. The tracking data which was analysed consisted of participants between the age group of 15 to 30 years.

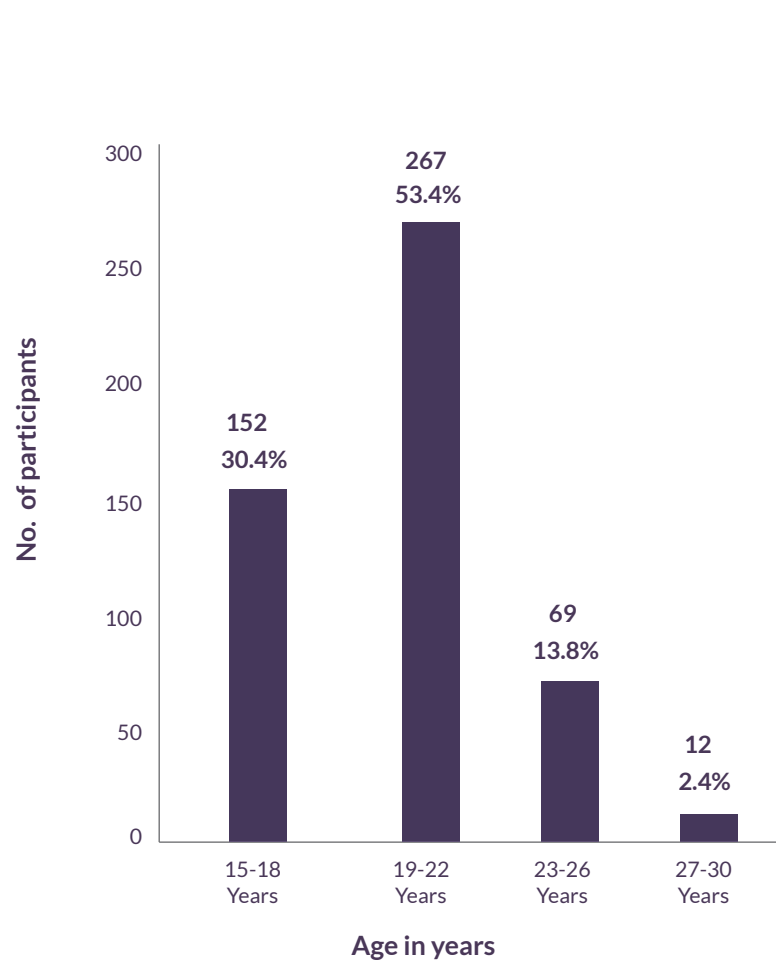
“Dream a Dream helped me to develop life skills through football. I learned how to lead life independently.”

Graduate, Working as a Recruitment Coordinator at Shell India Market Private Limited, Bangalore.

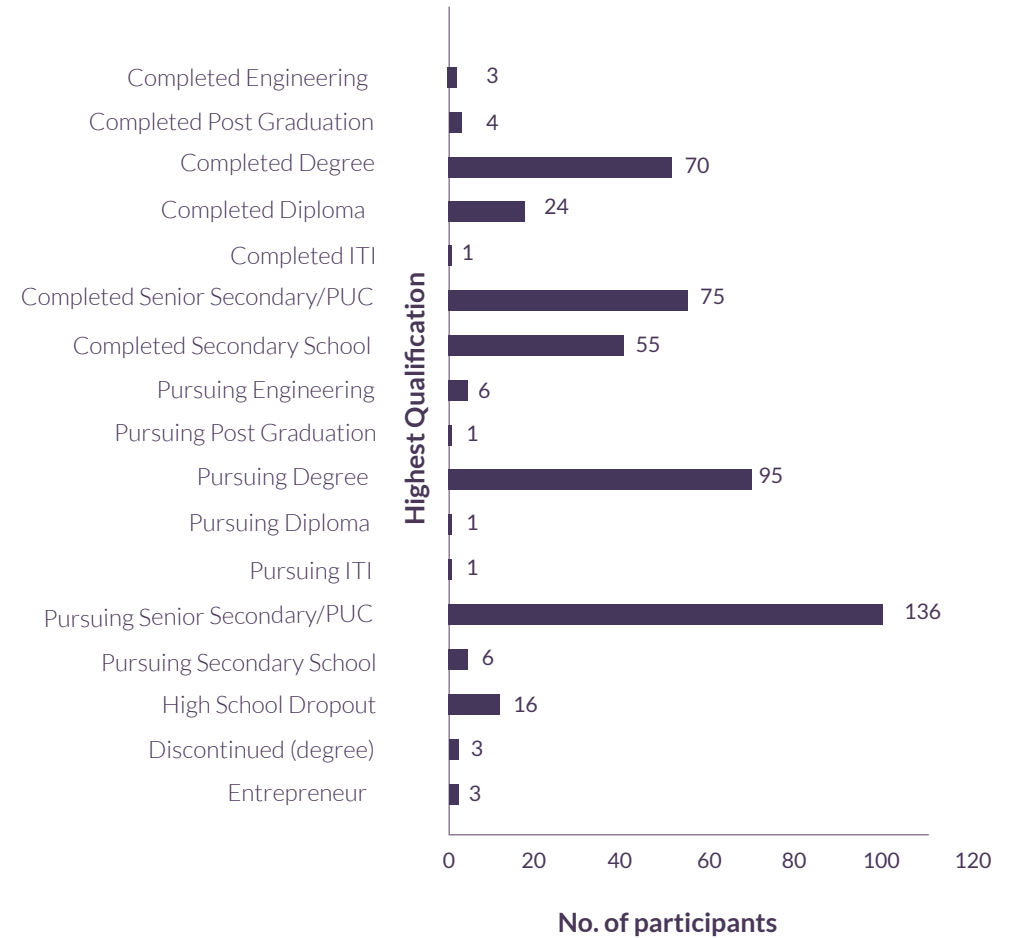
Gender Distribution of Participants



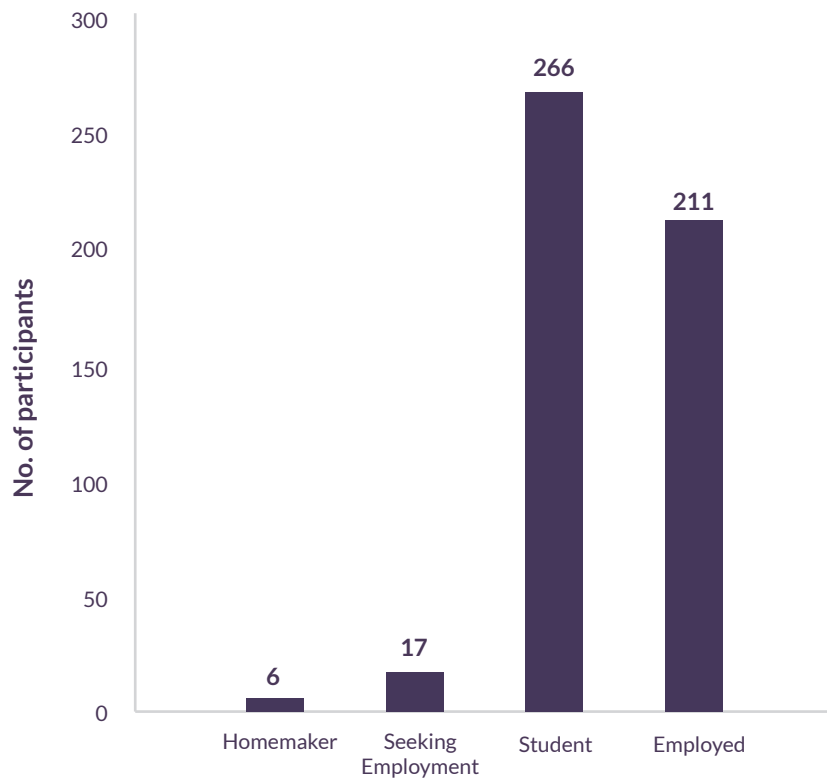
Age Distribution of Participants



Highest Qualification of the Participants

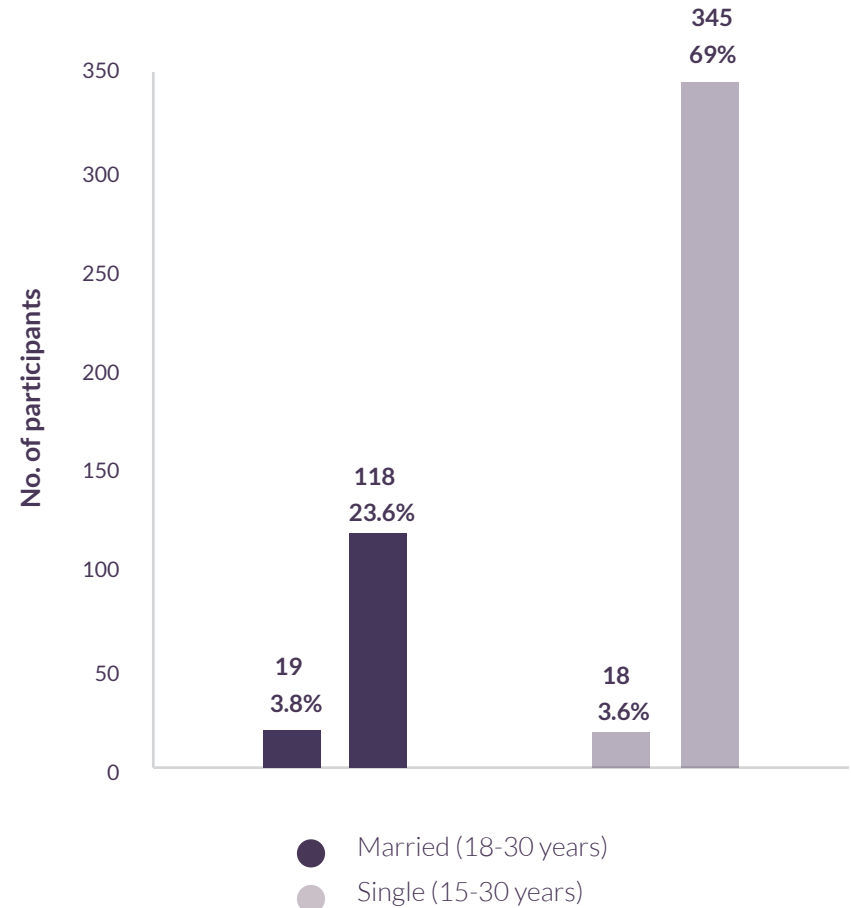


Present Tracking Status of the Participants



The present tracking status of the participants showed that 96.6% of the participants tracked were *meaningfully engaged. Out of the meaningfully engaged, 43.4% of the participants have made career choices while 53.2% of them are pursuing their studies.

Marital Status



The life skill session helped the participants to make career choices and major decisions in life. All 37 (100%) graduates chose to marry after attaining the legal age of 18years.

ASLSP - The Way Forward

ASLSP works towards building an ecosystem of teachers, parents and young people. In 2018-19, the programme will continue to deepen the impact by 100% participants improving their life skills score by one standard deviation, and are above norms. For young people who lack critical skills and are below norms, ASLSP continues to improve their skills through events like 'life skills day'. This will help in a deeper understanding of young people who lack critical skills and their improvement. Another important area of focus will be to maintain the quality of sessions through regular monitoring and trainings so that young people develop skills.

02 Career Connect Programme (CCP)

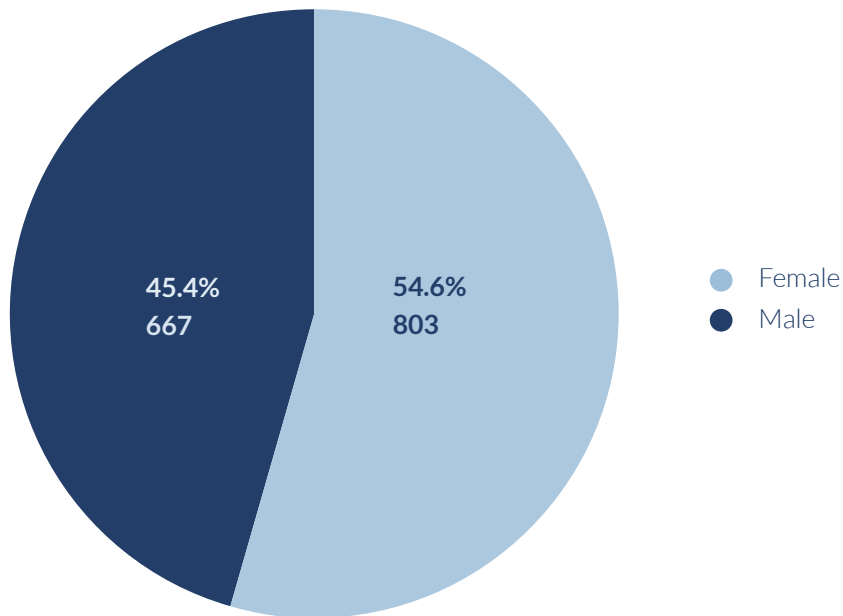
———— Career Connect Programme (CCP) is an innovation lab which equips 14-19 year olds with information, skills and access to opportunities to make a healthy transition to adulthood. CCP conducts career awareness workshops, run short-term modules in computers, english, communication skills, career guidance and provide access to internships, scholarships, vocational training and jobs. The programmes are delivered with a high impact life skills approach that develops the resilience, confidence and adaptability of young people to respond to the fast-change of pace in the world around them. The programmes are conducted in two learning centres, based in Bangalore.



Insights:

- **84.7%**
of the participants had a baseline score below norms (<2.5 points) and thus showed the urgency to develop critical life skills in young people to face the challenges in life
- **80%**
of the participants who joined LMSP as dropouts are engaged that is made meaningful choices in life
- **96%**
participants who have undergone the computer training programme are now more confident to share ideas with others (Dell Survey 2017-18)

Gender Distribution of Participants Who Completed the Programme



“Career Connect Programme helped me enrich my beliefs, explore new things, enhance skills, showcase talent and work towards my career choice. The activities impacted me as no one asked about my interest or helped me recognize my hobbies and transform it into a passion like at the Career Connect Centre.”

Student, Government

Increase in retention of young people year after year

2016-17: 88%
2017-18: 92.6%

Increase in young people assessed year after year

2016-17: 1269
2017-18: 1458

Increase in number of young people who showed an improvement in all 5 life skills year after year

2016-17: 88%
2017-18: 89%

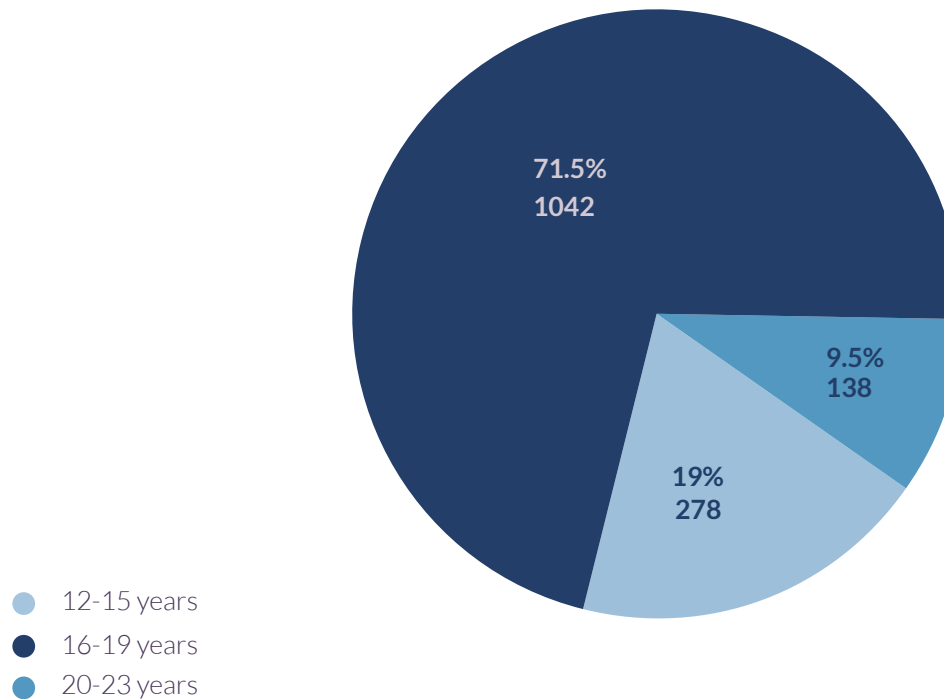
The Logic Impact Model:

Impact	<p>4884 out of 5301 graduates are meaningfully engaged (92.1%)</p> <ul style="list-style-type: none"> • 50 participants placed in jobs
Outcome	<p>99.7% of participants showed a positive change in life skills</p>
Output	<p>1470 Participants completed the life skills development programme</p> <ul style="list-style-type: none"> • 90% Attendance • 92.6% Retention • 1458 Participants assessed(DLSAS) • 14 Stories of change • 201 participants received scholarships • 23 participants enrolled in entrepreneurship programme and 4 business modules developed
Input	<p>764 Participants completed the skill development programme</p> <ul style="list-style-type: none"> • 86.7% Retention
Input	<p>881 Participants enrolled in the skill development programme</p>
Input	<p>1587 Participants enrolled in the life skill development programme</p>

Life Skills Development Programme: Impact Analysis: Life Skills Assessments - 2017-18

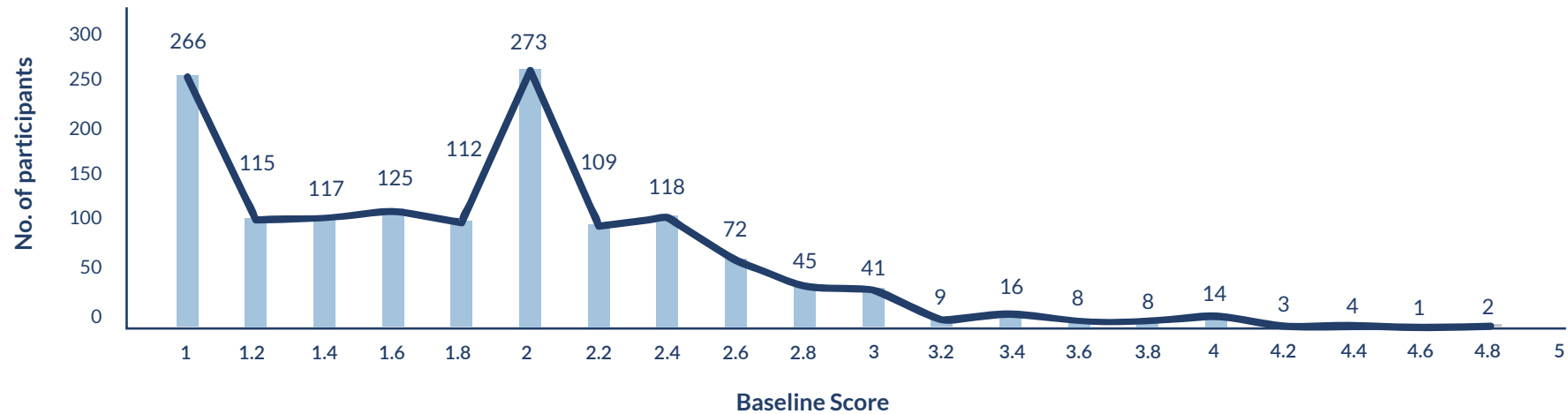
Life Skills Assessment analysis presents the LSA data sets of 1458 participants who were a part of the CCP. Among them there were 665 male and 793 female participants. The age group of the participants who were assessed is between 12-23 years.

Age Distribution of Young People Assessed



Overall Baseline Distribution:

The overall average baseline LSA score of the participants is 1.9 points



- **50.9%** of the participants had a baseline score between 1.1 and 2 points and needed 'some help' to demonstrate life skills
- **26.4%** of the participants had a baseline score between 2.1 and 3 points and needed 'lots of help' to demonstrate life skills
- **18.2%** of the participants had a baseline score of 1 and did not demonstrate any life skills
- **3.8%** of the participants had a baseline score between 3.1 and 4 points and needed 'little help' to demonstrate life skills
- **0.7%** of the participants had a baseline score between 4.1 and 5 points and demonstrated life skills independently

84.7%

of the participants had a baseline score below the norms (<2.5 points) and thus showed the urgency to develop critical life skills in young people to face the challenges in life.

Overall End Line Distribution:

The overall average end line LSA score of the participants is 3.7 points



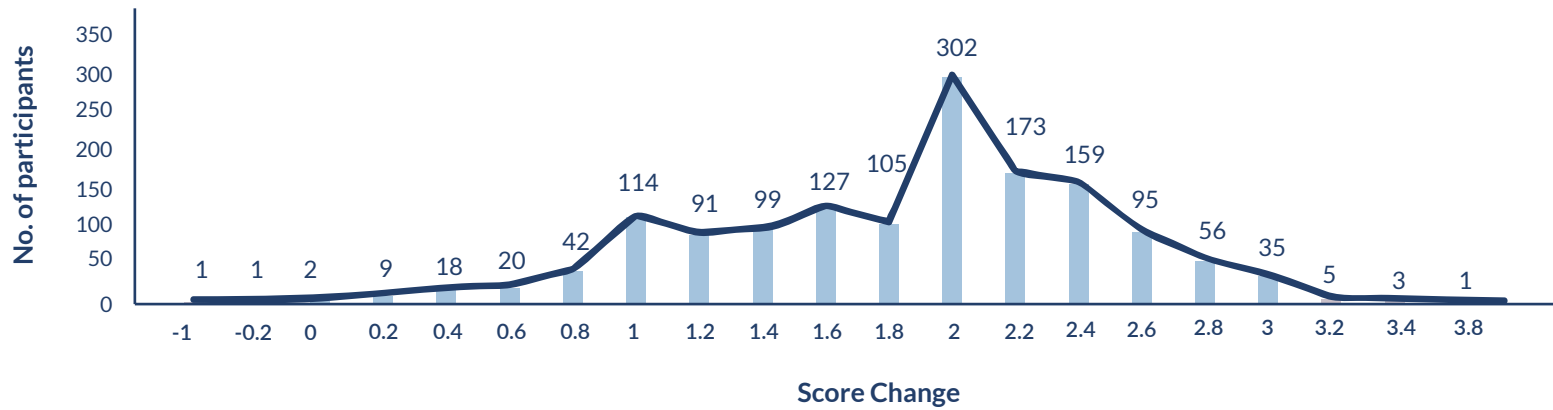
- **47.5%** of the participants had an end line score between 3.1 and 4 points and needed 'little help' to demonstrate life skills
- **30.9%** of the participants had an end line score between 4.1 and 5 points and demonstrated life skills independently
- **18.9%** of the participants had an end line score between 2.1 and 3 points and needed some help to demonstrate life skills
- **2.7%** of the participants had an end line score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills

91.4%

of the participants had an end line score above norms (≥ 2.5 points) and showed an improvement in skills to take challenges in life.

Overall Average Score Change:

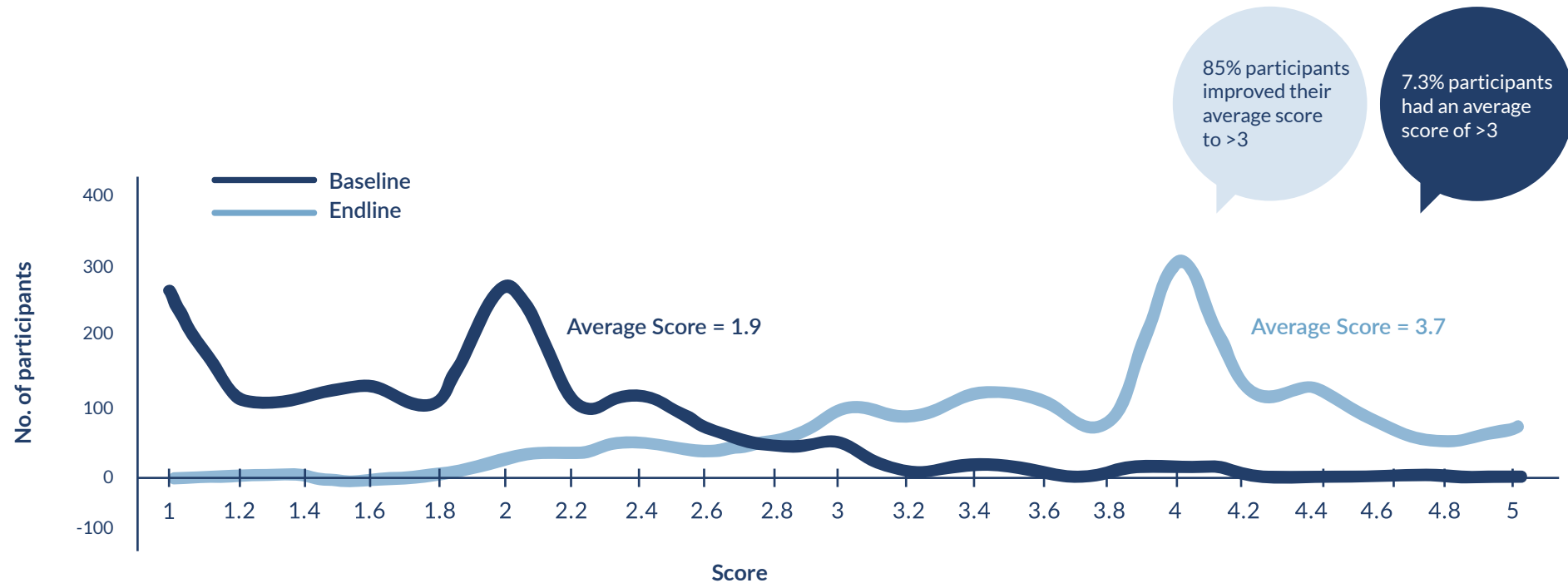
The overall average LSA score of participants is 1.8 points



- **84.4%** of the participants demonstrated an improvement from 0.5 to 2.5 points
- Male participants (1.9 points) had a slightly higher score change when compared to the female participants (1.8 points)

Life Skill Improvements: LSA Score Before and After The Programme

99.7% of the participants have shown a positive change in their average scores



The analysis showed:

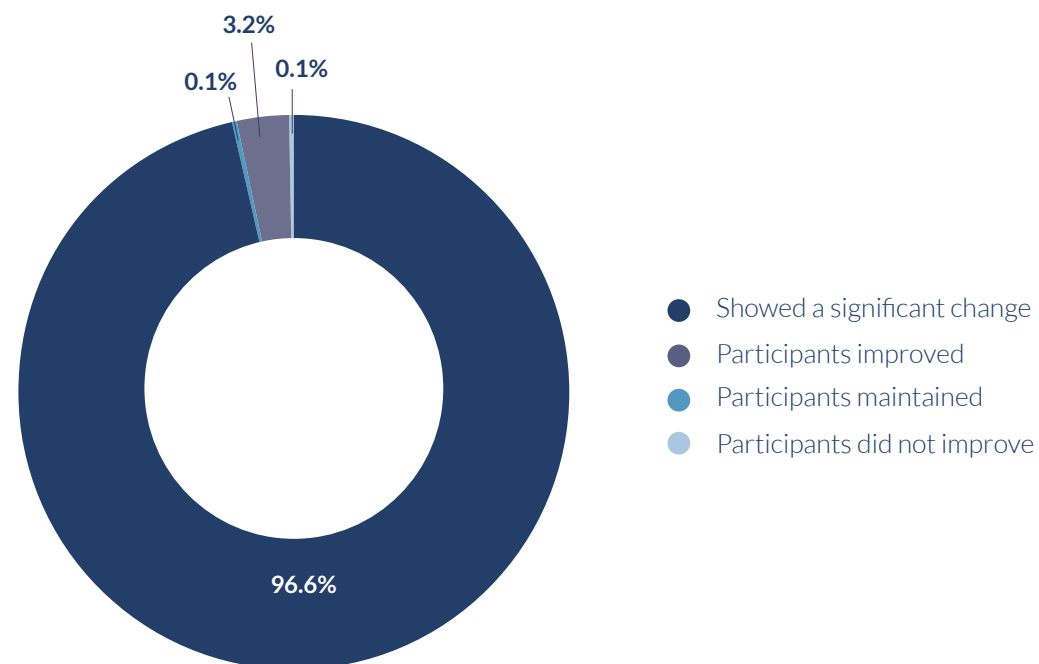
- The average score of all participants increase from 1.9 to 3.7 points
- In the beginning of the programme only 7.3 % participants had an average score of > 3, this increased to 85% by the end of the programme

99.8% (MALE)

99.6% (FEMALE)

participants show positive change

Overall Significant Change:



The analysis showed:

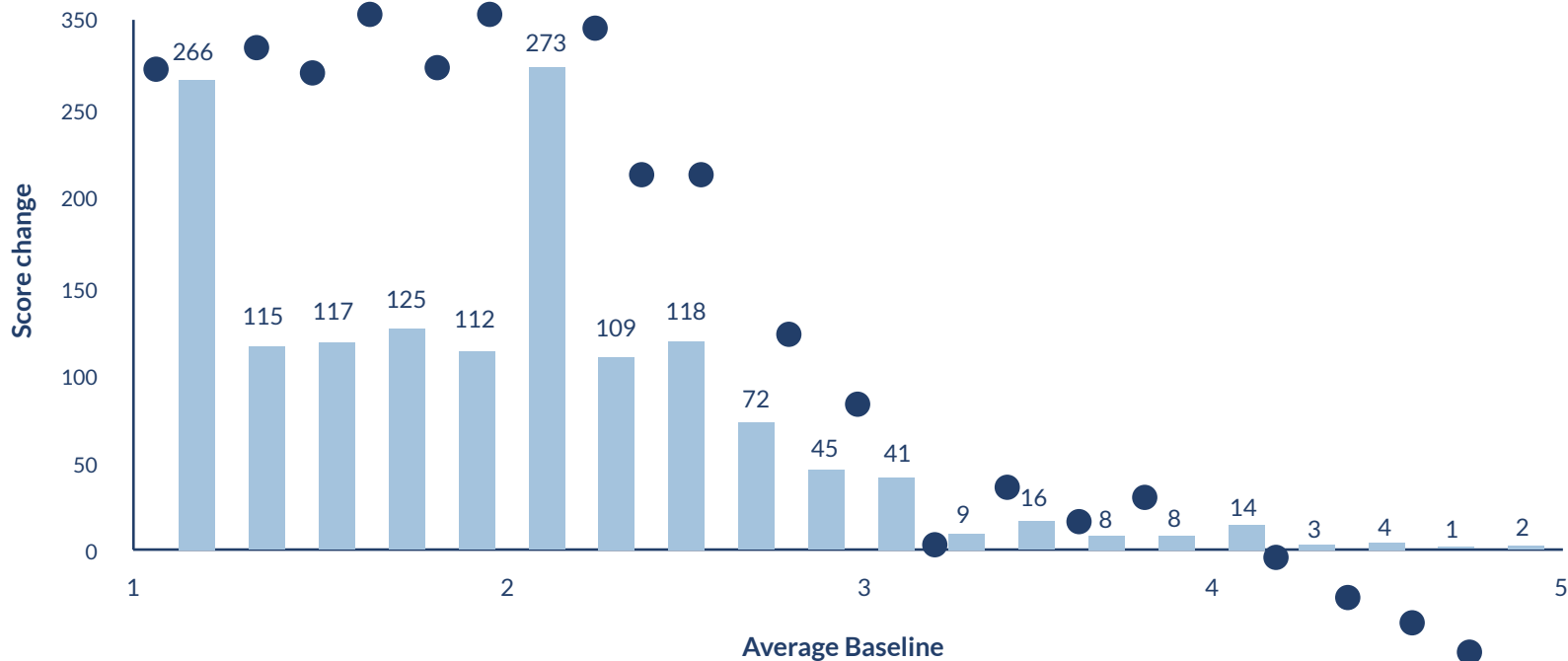
- **96.6%** of the participants showed improvement by at-least one standard deviation ($\geq .75$) and is considered a significant change
- **3.2%** participants improved their scores, 0.1 maintained their scores and 0.1 did not improve
- The male participants (97.7%) showed a slightly higher significant change when compared to female participants (95.5%)

96.6%

of the participants showed improvement by at-least one standard deviation ($\geq .75$) and is considered a significant change


Relation Between Baseline and Improvement

Participants with a lower baseline score showed a higher improvement in life skills



The analysis showed:

- A strong correlation (0.88) between baseline and improvement, that is participants with a low baseline score in life skills in the beginning of the programme showed a higher improvement in their skills by the end of the year
- 50.9% of the participants had a baseline score between 1.1-2 and a score change between 0 to 3.8 points. Among them 99.9% showed a positive change
- 26.4% of the participants had a baseline score from 2.1 -3 and a score change between -1 to 2.8 points. Among them 99.5% showed a positive change
- 18.2% of the participants had a baseline score between 0-1 and a score change between .4 to 3.4 points. Among them 100% showed a positive change
- 3.8% of the participants had a baseline score from 3.1- 4.0 and a score change between to -0.2 to 1.6 points. Among them 98.2% showed a positive change
- 0.7% of the participants had a baseline score from 4.1 – 5.0 and a score change between -.2 to .8 points. Among them 100% showed a positive change



“Career Connect programme is very useful to the students of this generation. It is not only important for students to be academically good but also to face challenges in the world outside that is in workplace, handle peer pressure etc. Career Connect Programme help students with this”.

Academic Head, Sharada Vikas PU College

————— Gopal, an 18-year-old is a participant of the Life Skill Development Programme. His father works as an attendant in a college and his mother is a helper at a garment factory. His sister works as a helper in a private lab while his brother is in his final year at the Industrial Training Institute (ITI). The family's income comes primarily from Gopal's mother and sister. Though Gopal has a good command over speaking English, he lacked the confidence to communicate with people.

When Gopal first heard about the Career Connect Centre four years ago from his friends at college who were already a part of its programmes, it wasn't exciting enough for him to want to enroll. But, when his friends began talking to him about the various courses like mobile repair, photography, photoshop, banking and retail at the Career Connect Centre, it piqued his interest. Gopal is passionate about photography, naturally, he was most excited to join the photography course (as a part of the Skill Development Programme). After completing the English programme, he enrolled himself in the photography course. According to Gopal, "It was the best decision I have ever made! My friends had failed to mention that as a part of Spoken English, they also develop life skills."

During his time in the spoken English course, Hema Akka (facilitator) made use of various activities to improve their skills. Gopal reminisces about the one activity that made him open up, which was 'Describe the object in English'. This was the first time he spoke to everyone in the group, which was

a significant shift from his lack of confidence in open communication.

Armed with confidence, more skills followed, like the ability to stand his ground, state his opinion, and make decisions for himself. Growing up as the youngest member of his family, he lacked the agency to say no in the decisions made for him by his family. Equipped with these new skills, he was learning to stand on his own two feet, make his own decisions and put forth his opinion confidently.

Gopal shared that the decision to be enrolled in an ITI was his parents and that he never wanted to pursue a career in any of those vocations. After completing the Life Skills Programme, he realised that photography is more than a hobby, and it was something he wished to pursue as a career. That is when he decided to tell his parents about his desire to pursue a career in photography, which was the first time he was expressing his opinion to his family. His parents could sense how confident he'd become, thus he succeeded in convincing his family to support him.

Sharing his journey with photography, Gopal says, "From the time I held Anil Sir's DSLR camera in my hand and I began clicking photos, I knew that this is what I wanted to do for the rest of my life... and the only question was how? My parents didn't have the resources to buy me a DSLR Camera so I had to practice my photography techniques using Sir's camera or on my phone. I started attending events with Anil Sir and he taught me a lot."

Gopal's first solo event was the inauguration of the Bommanahalli Career Connect Centre, which filled him with pride. This made him realise that in order to pursue a career in photography, he would need a DSLR camera of his own. Since his family did not have the means to afford one, he took the initiative of applying for a scholarship at the Career Connect Programme. He says, "The amazing thing about the scholarship programme is that it helps students who need support other academics. I applied for the scholarship which was then approved for Rs. 20,000 and for the rest of the amount, I convinced my parents and relatives to pitch in."

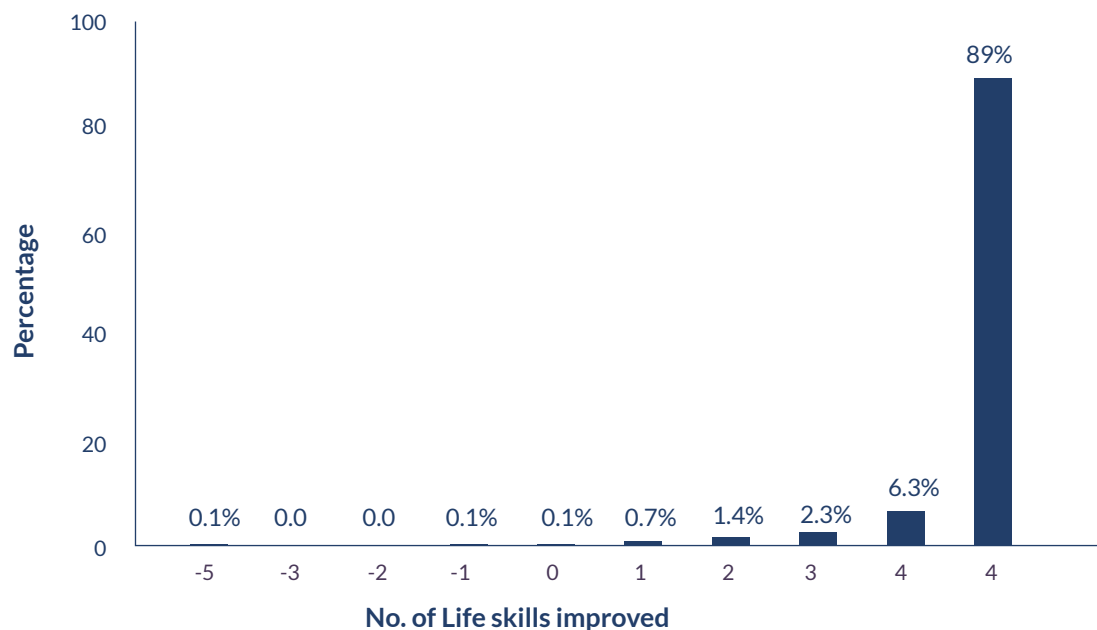
Today, with both the physical and mental tools he needs for success within his reach, Gopal expresses how he can't wait to start his journey. He says, "Once you know what you want to do in life and when you begin re-examining yourself, the path to achieve your dreams becomes easier."

"Once you know what you want to do in life and when you start re-examining yourself, the path to achieve your dreams becomes easier."

– Gopal (name changed)

Participants Showing Improvement in All Five Life skills

89% of the participants improved in all five skills

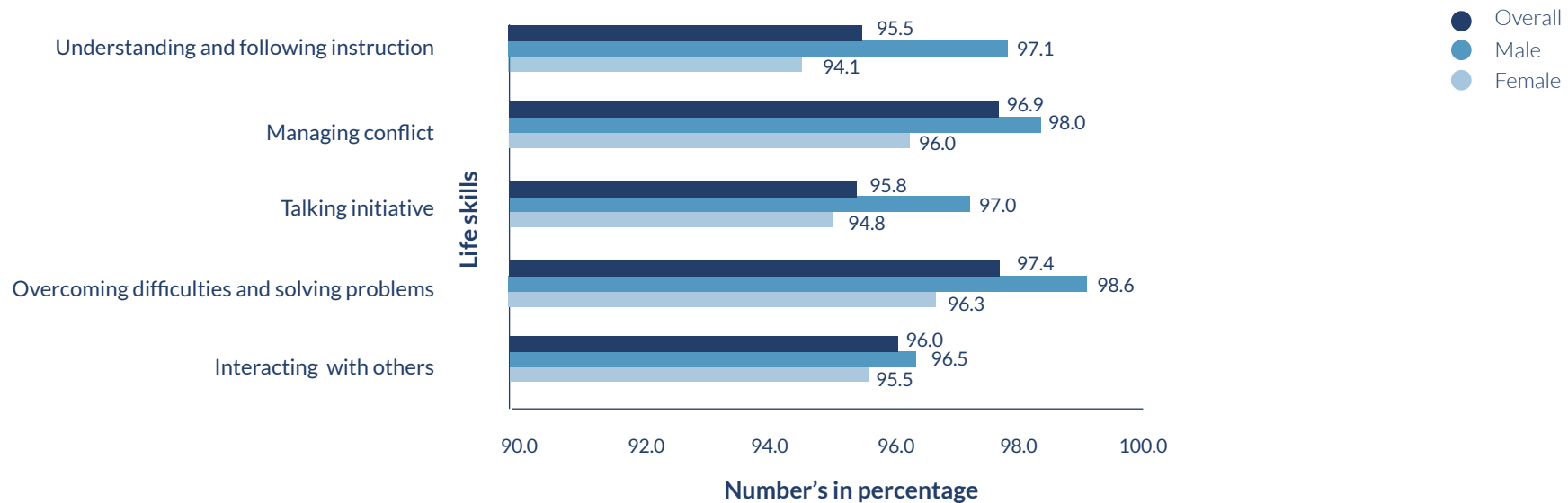


The analysis showed:

- **6.3%** participants improved in 4 out of 5 life skills
- **2.3%** participants improved in 3 out of 5 life skills
- **1.4%** participants improved in 2 out of 5 life skills
- **0.7%** participants improved in 1 out of 5 life skills
- **0.1%** participants maintained their skills
- **0.2%** participants did not improve in their skills
- A slightly higher number of male participants (92%) improved in all five life skills when compared to the female participants (86%)

Participants Showing Improvement in Each Life Skill

A minimum of 94% of the participants improved in each life skill



The analysis showed:

Male (average LSA improvement is 2.0 points) participants showed a higher improvement in each life skill as compared to the female (average LSA improvement is 1.9 points) participants

The following table also gives us the details of the participants' scores and their improvement from baseline and end line:

The overall average improvement is 1.8 points

Life skill	Baseline	End line	Improvement
Interacting with others	1.9	3.8	1.9
Overcoming difficulties and solving problems	1.7	3.6	1.9
Taking initiative	1.8	3.7	1.9
Managing conflict	1.7	3.5	1.8
Understanding and following instructions	2.1	4.0	1.9
Average	1.9	3.7	1.8

Last Mile Support Programme

The Last Mile Support Programme (LMSP) aims at ensuring that young people receive the necessary support and services to make a transition into successful careers. Participants who have successfully completed the Life skills Development module are called graduates. These graduates are tracked every quarter to ensure that they are meaningfully engaged. The LMS Programme further provides scholarships, employment and skill development training opportunities to young people in the age-group of 16 to 22 years to ensure that they do not drop out. Currently we have 5301 active participants as a part of LMSP.

Increase in the active participants year after year

2016-17: 5106

2017-18: 5301

Last Mile Support Programme 2017-18



764

participants completed Skill Development Programmes of their choice

23

participants enrolled in the entrepreneurship programme & 4 business modules developed

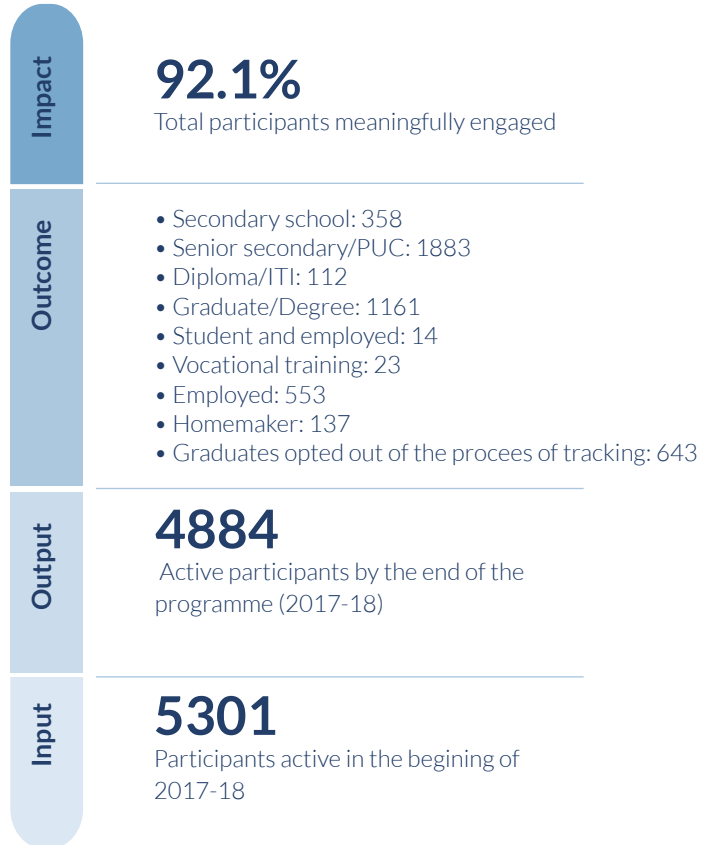
201

participants have received scholarships

50

participants were placed in jobs and 13 participants were part of internships

Impact Logic Model



Overall Tracking Status of the LMSP Participants (2013-14 to 2017-18)

Year	Young people enrolled in LMSP	Young people active & tracked in 2017-18	Young people active by the end of the year (2017-18)
2013-14	266	266	142
2014-15	1661	1138	646
2015-16	2936	2260	1239
2016-17	6628	4986	3107
2017-18	8067	5301	4884

Present Tracking Status of the LMS Programme (2013-14 to 2017-18)

2013-14	Status -2017-18	No of participants
25 participants in Secondary/School	Senior secondary/PUC	1
	Diploma/ITI	1
	Graduate/Degree	15
	Employed	5
	Dropout	3
85 participants in Senior secondary/PUC	Senior secondary/PUC	1
	Diploma/ITI	1
	Graduate/Degree	28
	Employed	44
	Dropout	11
18 participants in Graduate/Degree	Graduate/Degree	6
	Employed	12
2 participants in Vocational training	Employed	1
	Dropout	1
7 participants Employed	Employed	7
5 participants Dropout	Employed	5

2014-15	Status -2017-18	No. of participants
18 Secondary/School	Diploma/ITI	1
	Graduate/Degree	8
	Employed	5
	Dropout	4
436 Senior Secondary/PUC	Senior secondary/PUC	6
	Diploma/ITI	6
	Graduate/Degree	248
	Student and Employed	3
	Vocational training	2
	Employed	121
	Dropout	32
Homemaker	18	
12 Diploma/ITI	Senior Secondary/PUC	1
	Diploma/ITI	1
	Graduate/Degree	1
	Employed	7
	Dropout	2

110 Graduate/Degree	Diploma/ITI	8
	Graduate/Degree	30
	Vocational training	1
	Employed	53
	Dropout	11
Homemaker	7	
8 Student and Employed	Graduate/Degree	1
	Employed	7
5 Vocational training	Graduate/Degree	3
	Dropout	2
31 Employed	Graduate/Degree	8
	Employed	19
	Dropout	1
	Homemaker	3
25 Dropout	Senior secondary/PUC	1
	Graduate/Degree	5
	Student and Employed	1
	Employed	12
	Dropout	3
	Homemaker	3
1 Homemaker	Employed	1

2015-16	Status -2017-18	No. of participants
46 Secondary/School	Secondary/School	8
	Senior secondary/PUC	19
	Graduate/Degree	7
	Employed	7
	Dropout	5
564 Senior secondary/PUC	Senior secondary/PUC	36
	Diploma/ITI	12
	Graduate/Degree	343
	Student and Employed	6
	Vocational training	3
	Employed	100
	Dropout	56
	Homemaker	8
41 Diploma/ITI	Senior secondary/PUC	1
	Diploma/ITI	11
	Graduate/Degree	11
	Employed	14
	Dropout	4

425 Graduate/Degree	Senior secondary/PUC	3
	Diploma/ITI	1
	Graduate/Degree	234
	Student and Employed	3
	Vocational training	3
	Employed	139
	Dropout	32
5 Vocational training	Graduate/Degree	1
	Employed	3
	Homemaker	1
123 Employed	Senior secondary/PUC	4
	Diploma/ITI	4
	Graduate/Degree	13
	Student and Employed	1
	Employed	87
	Dropout	9
	Homemaker	7

26 Dropout	Senior Secondary/PUC	6
	Diploma/ITI	2
	Graduate/Degree	4
	Vocational training	4
	Employed	6
	Dropout	4
9 Homemaker	Employed	3
	Homemaker	6

2016-17	Status -2017-18	No. of participants
1537 Secondary/ School	Secondary/School	168
	Senior secondary/PUC	1101
	Diploma/ITI	24
	Graduate/Degree	15
	Vocational training	6
	Employed	40
	Dropout	179
	Homemaker	4
497 Senior secondary/PUC	Senior secondary/PUC	199
	Diploma/ITI	5
	Graduate/Degree	195
	Vocational training	3
	Employed	52
	Dropout	40
	Homemaker	3
89 Diploma/ITI	Senior secondary/PUC	1
	Diploma/ITI	55
	Graduate/Degree	15
	Employed	13
	Dropout	5

cont...

2016-17	Status -2017-18	No. of participants
634 Graduate/ Degree	Graduate/Degree	0
	Vocational training	0
	Diploma/ITI	24
	Graduate/Degree	429
	Student and Employed	9
	Vocational training	2
	Employed	117
	Dropout	42
	Homemaker	11
9 Student and Employed	Senior secondary/PUC	2
	Graduate/Degree	3
	Student and Employed	1
	Employed	3
4 Vocational training	Senior secondary/PUC	1
	Graduate/Degree	1
	Vocational training	1
	Employed	1
187 Employed`	Senior secondary/PUC	2
	Diploma/ITI	1
	Graduate/Degree	17

	Student and Employed	1
	Employed	139
	Dropout	24
	Homemaker	3
89 Dropout	Secondary/School	4
	Senior secondary/PUC	12
	Diploma/ITI	3
	Graduate/Degree	9
	Vocational training	4
	Employed	30
	Dropout	22
	Homemaker	5
61 Homemaker	Senior secondary/PUC	2
	Graduate/Degree	2
	Employed	6
	Dropout	3
	Homemaker	48

2017-18-Status	No. of participants
Secondary/School	358
Senior Secondary/PUC	1883
Diploma/ITI	112
Graduate/Degree	1161
Student and Employed	14
Vocational training	23
Employed	553
Dropout	417
Homemaker	137
Graduates opted out of tracking	643

80%
of the young people who joined the programme as dropouts were meaningfully engaged. They either continued school, college or were placed in various jobs.

The Analysis Over the Past Four Years

2013 - 14

- Out of the **142** participants enrolled in LMSP, only **15** dropped out of studies or career options by 2017-18
- Of the **5** participants who joined the programme as dropouts in 2013-14, all **5 (100%)** were employed through Dream a Dream programmes

2014-15

- Out of **646** participants enrolled in the LMSP, only **55** dropped out of studies or career options by 2017-18
- Of the **25** participants who joined the programme as dropouts in 2014-15, only **3** remained dropout in 2017-18

2015-16

- Out of **2260** participants enrolled in the LMSP, only **110** dropped out of studies or career options by 2017-18
- Of the **26** participants who joined the programme as dropouts, only **4** remained dropout in 2017-18

2016-17

- Out of **4986** participants enrolled in the LMSP, only **315** dropped out of studies or career options by 2017-18
- Of the **89** participants who joined the programme as dropouts, **22** remained drop out in 2017-18

Mentoring

Mentoring program offers support to young people between the ages of 14-18 years from disadvantaged backgrounds. The programmes sign up and train volunteers as mentors from colleges and corporates who are successful in life so that they impact the lives of many young people. The programme helps young people to get mentored from these experienced mentors. This helped mentees from adversity to make healthy choices in life.

In 2017-18, 54 young people enrolled to the Dream Mentoring Programme and are in the process of being mentored. Mentors included Volunteers from Corporates like Dell, Colleges like Sampoorna Montfort, Oxford University and Christ.

“My mentor is a very strong and caring person. He guided me in solving my personal problems with friends. He helped me become stronger and deal with any situation in life. He also taught me to take the right decisions in life and directed me to focus on my passion.”

Manish, Mentee, Career Connect Programme

————— Raghav, an energetic 19-year-old, had a very difficult childhood. His mother, whom he had always considered his mentor, knew how difficult it was to lead a life without education and wished for him to study well and help those in need. Unfortunately, before Raghav could figure out his life, his father passed away when he was in SSLC. These circumstances affected Raghav, but also made him all the more empathetic and inspired to help the needy.

After discontinuing his education in the 2nd Year, Raghav stumbled upon the Career Connect Programme through his friends and enrolled himself in the Basic Computer Programme. During his time at the centre, he made a lot of friends who welcomed him like family, something he had subconsciously missed for a long time. He called the centre his family and frequently visited it. He used to love volunteering for all the programmes because they presented an opportunity to meet new people. For Raghav, the Career Connect Centre is a safe space for expressing feelings, talking to people, and enhancing one's learning. He started to become more expressive and caring, sharing how much he had changed during his time at the centre.

Once *I invited him home for dinner with my family. He came home enthusiastically with a big smile that just about covered his nervousness. Since my wife knew about him already, she greeted him like a brother. We then sat to eat dinner with my family, and soon, his eyes began to tear up with joy for the food and love he received. My children

began interacting with him like any other relative and called him "anna" (brother). This made Raghav emotional as he slowly accepted the abundant love, warmth and acceptance from them. This was the very first time that Raghav experienced a relationship like this and he was deeply moved. I also started sharing my life journey with him and we spoke in great detail about the adversities we faced and how we faced them. This became an inspiration to Raghav.

I also introduced Raghav to a friend of mine who is blind and makes his livelihood by selling pens. He was delighted to meet Raghav and spoke a few words to him about his life's journey and the challenges he overcame. He told Raghav, "You are a young man who has a good career plan. Please focus on your studies for the betterment of your life. God has not granted me sight but you have everything to see the beautiful world, so don't waste it." Raghav was moved beyond words and before he left, promised him that he will pursue his studies and work hard towards success.

Today, I'm happy to share that Raghav, who had dropped out of college, has re-enrolled to continue his 3rd Year B.Com and is giving his exam next month. It was a great opportunity for me to have him as a mentee and I hope for a successful and happy life for Raghav. He has expressed his gratitude for the family and learning he gained at the centre, and has moved on to do them proud. He often tells me about the fear of failure and loss (both of people and of his job) that he experienced

in the past, but how the strong influence and support of his mentor and newfound family helped him conquer those fears. He is successfully employed at a call centre, today.

"Today, I'm happy to share that Raghav, who had dropped out of college, has re-enrolled to continue his 3rd year B. Com and is giving the exam next month."

-as told by a Mentor

CCP - The Way Forward

In 2018-19, the CCP will continue analysing the Life Skill Assessment of young people who are part of the Life Skills Development Programme. To understand the impact of the mentoring programme, DLSAS will be administered by mentors to mentees and the data collected will be analysed. The CCP will focus on the journey of young people who joined as dropouts to the programme and how they were meaningfully engaged. CCP will continue to work on the large LMSP data so that tracking will be smooth and effective in yielding results.

03 Teacher Development Programme (TDP)

————— The Teacher Development Programme engages adults to deepen impact and unlock potential of young people. We use the creative life skills approach to nurture empathy, expand their creativity, develop listening and validation skills along with ability to share authentically while also learning facilitation skills. The teachers learn to create engaging learning environments where young people can rise to the challenges they face every day. The TDP is delivered through a series of 4 Life Skills Facilitation (LSF) workshops spread over 6-8 months and each workshop is spread across 2 days.

Programme Reach in Karnataka-2017-18



2020

total participants enrolled

859

participants completed all four Life Skills Facilitation workshops

50,500

young people impacted

43

support visits

Increase in programme reach year after year

2016-17: 11 districts

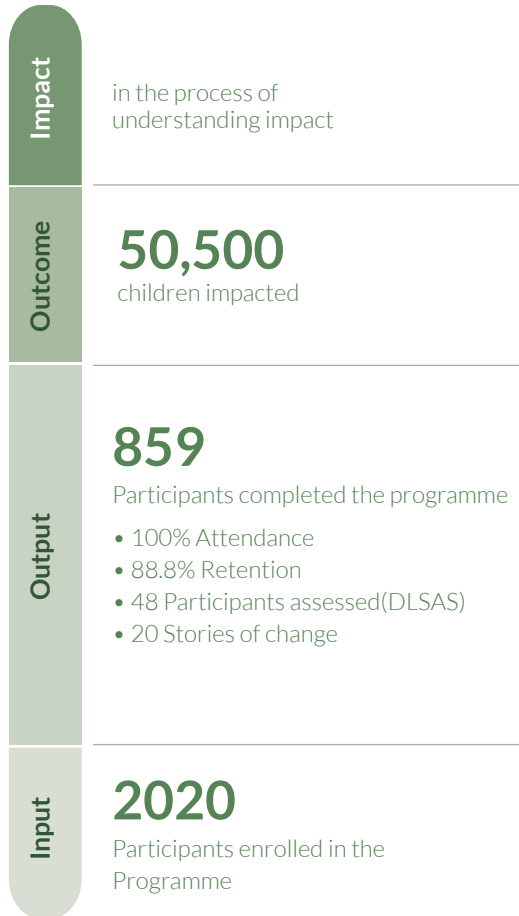
2017-18: 19 districts

Increase in teacher participation year after year (completed all 4 LSF)

2016-17: 461

2017-18: 859

The Logic Impact Model:

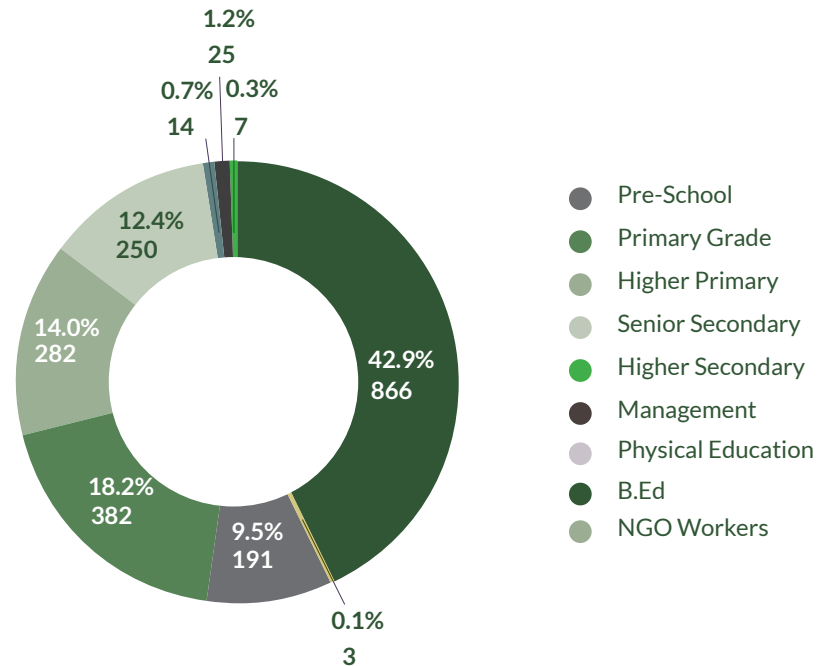


Insights

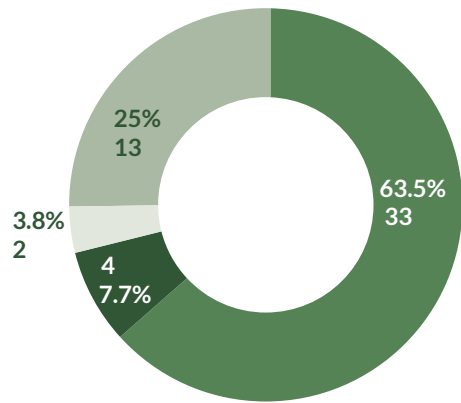
81.3% • of the participants had a baseline score below norms and thus showed the urgency to develop critical life skills in young people to face the challenges in life

100% • The teachers trained in life skills approach were able to bring 100% positive improvement in life skills in young people

Breakup of participants enrolled

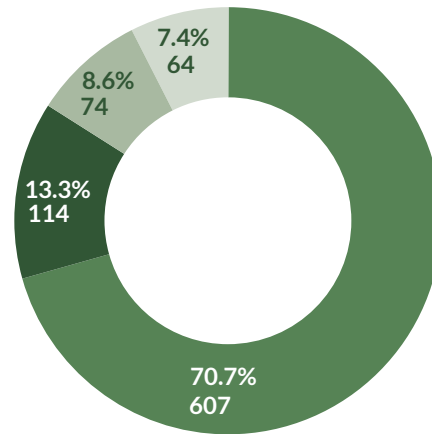


Partner Profile



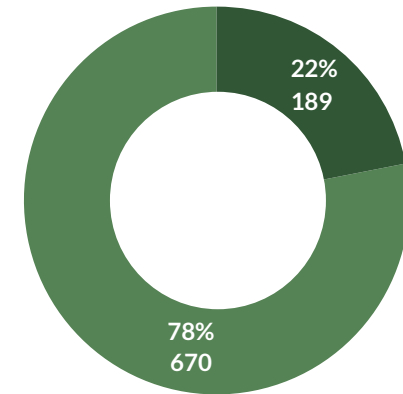
- Low-cost Private Schools
- B.Ed Institutions
- NGO
- Government Schools

Distribution of Teachers Completed the Programme



- Low-cost Private Schools
- B.Ed Institutions
- NGO
- Government Schools

Gender Distribution of Teachers Completed the Programme



- Female
- Male

Impact Analysis: Life Skill Assessments 2017-18: A Pilot Study

Need for the study

The impact of the TDP were measured using the DLSAS. As DLSAS is an observation based tool, the teachers were asked to assess the students using the tool. The challenges encountered during the tool administration was that teachers followed their own traditional method of assessment based on performance. The second thing was to ensure that the time provided was sufficient for creating impact.

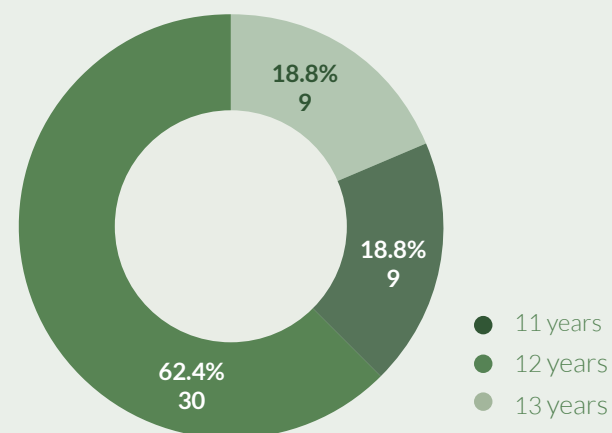
To ensure this the programme team conducted 7 pilots.

- Changing the timing of the assessment during the course of the programme to see if there is any change
- Conducted a short training course for the teachers and observed the effect
- Changed the assessors from teachers to Dream a Dream trained facilitators
- Compared the scores of same children where ASLSP and TDP were being conducted

These pilot programmes helped us come to a conclusion that teachers brought in a bias that academic scores and DLSAS scores are correlated. Since we noticed many instances wherein the teachers were scoring the children based on their academic performance in spite of the training. Finally, to bring objectivity to this exercise, we decided that only Dream a Dream trained facilitators will conduct baseline and end line for DLSAS in the schools this year.

On the basis of this, the programme team piloted the DLSAS in two schools administered by Dream a Dream facilitators which is analysed below.

Life Skills Assessment analysis presents the LSA data sets of 48 participants who were a part of the TDP. Among them were 23 male and 25 female participants. The age group of the participants who were assessed was between 11-13 years.

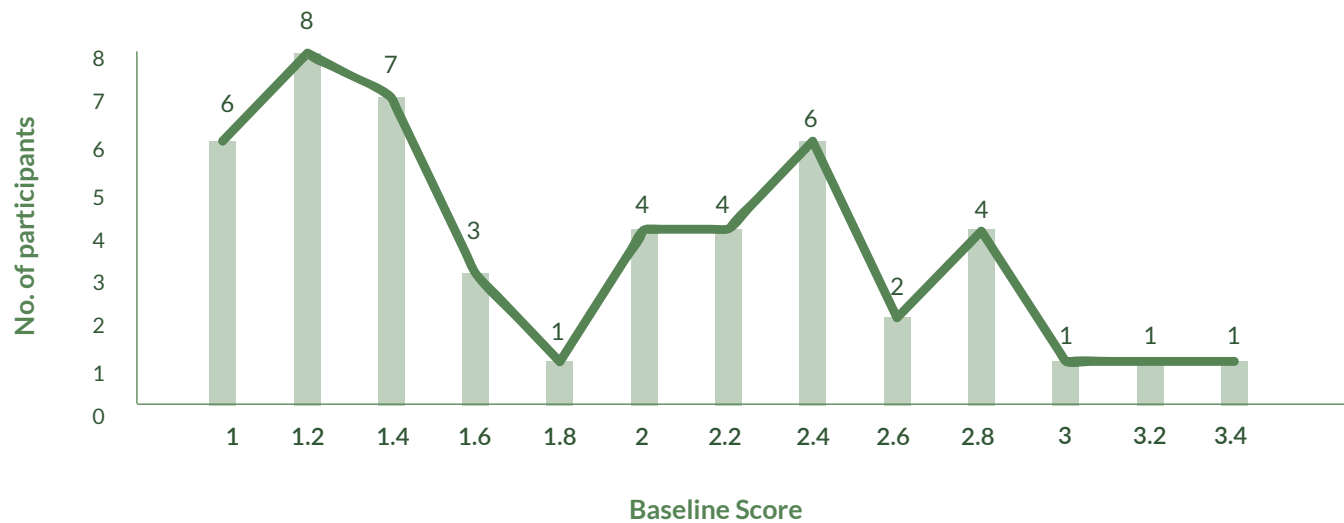


“The Life Skills Facilitation helped me understand children’s minds and help them to study in a playful way. I learnt how to teach children with new creative and innovative activities.”

-Teacher, L&T Government School, Mysore District

Overall Baseline Distribution:

The overall average baseline LSA score of the participants is 1.9 points



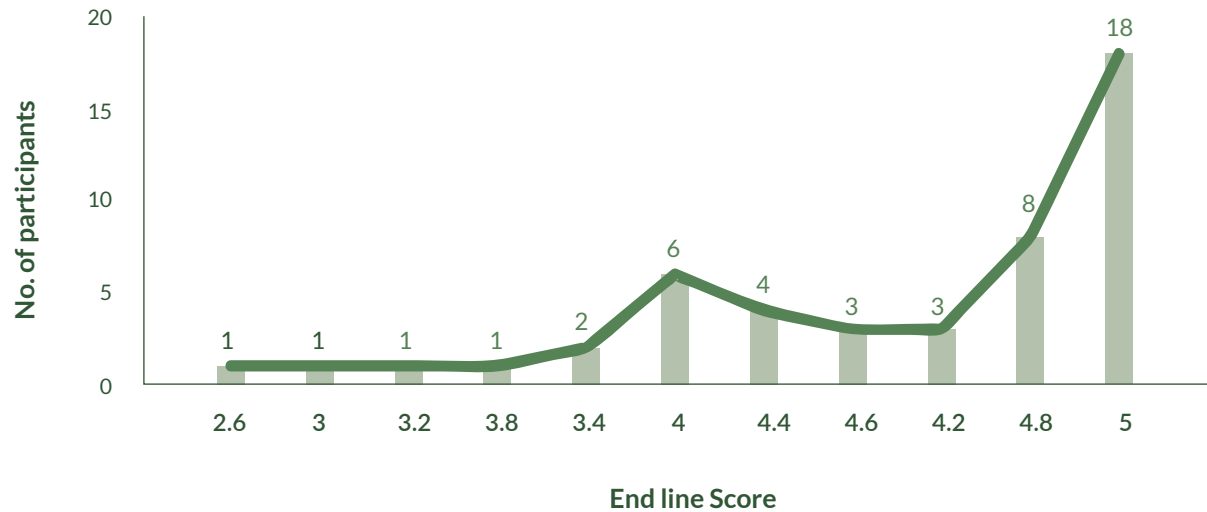
- **47.9%** of the participants had a baseline score between 1.1 and 2 points and needed 'some help' to demonstrated life skills
- **35.3%** of the participants had a baseline score between 2.1 and 3 points and needed 'lots of help' to demonstrate life skills
- **12.5%** of the participants had a baseline score of 1 point and did not demonstrate any life skills
- **4.3%** of the participants had a baseline score between 3.1 and 4 points and needed 'little help' to demonstrate life skill

81.3%

of the participants had a baseline score below norms (<2.5 points) shows the urgency to develop critical life skills in young people.

Overall End Line Distribution:

The overall average end line LSA score of the participants is 4.5 points



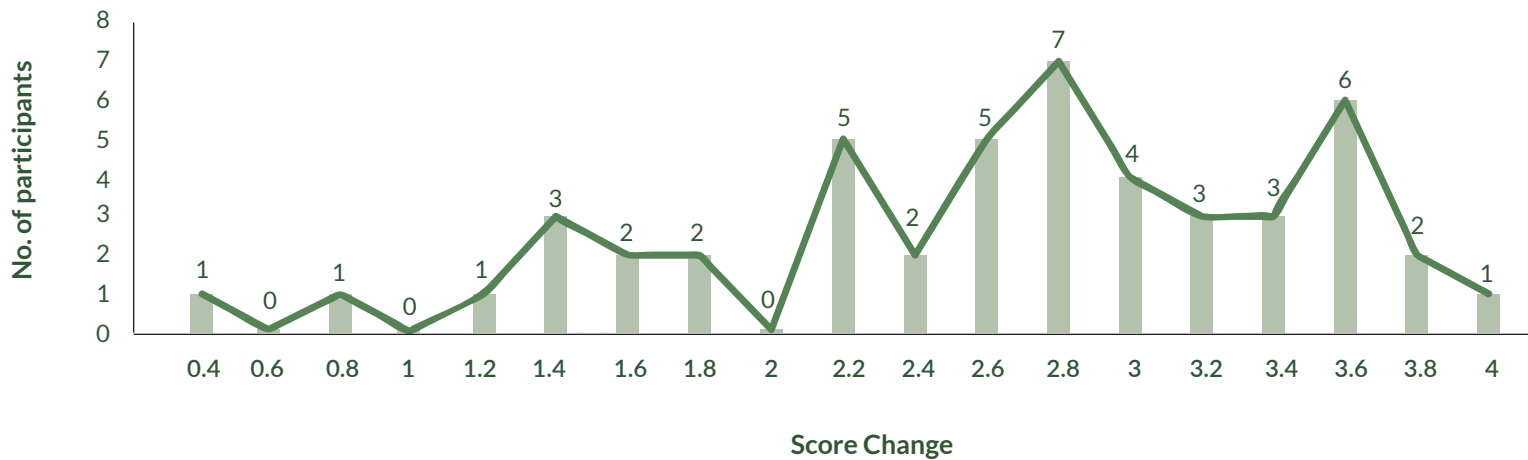
- **75%** of the participants had an end line score between 4.1 and 5 points and demonstrated life skills independently
- **20.8%** of the participants had an end line score between 3.1 and 4 points and needed 'little help' to demonstrate life skills
- **4.2%** of the participants had an end line score between 2.1 and 3 points and needed some help to demonstrated life skills

100%

of the participants had an end line score above norms (≥ 2.5 points) and improved their skills to deal with challenges

Overall Average Score Change:

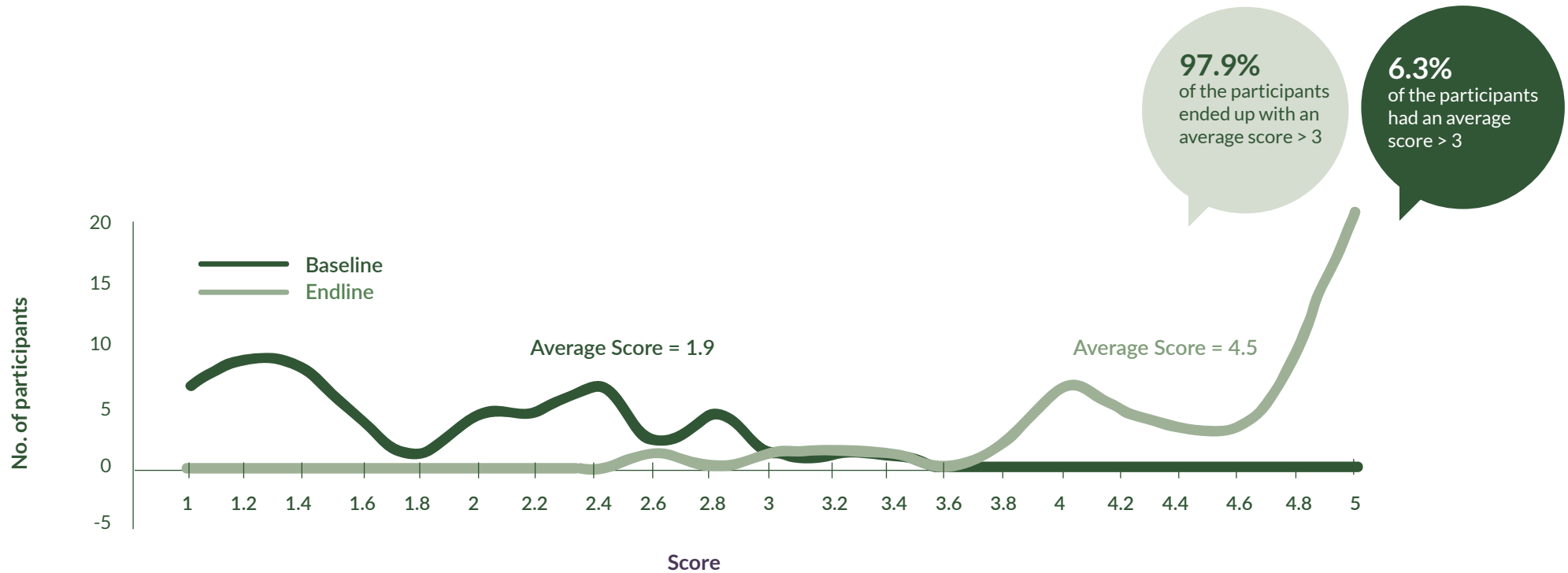
The overall average LSA score change of participants is 2.6



- **79.2%** of the participants demonstrated an improvement from 2.0 to 4.0 points
- The female participants (2.7) had a slightly higher score change when compared to the male participants (2.6) points

Lifeskill Improvements: LSA Score Before and After the Programme

100% of the participants have seen an improvement in their average score with the programme



The analysis showed:

- The Average score of all participants increase from 1.9 to 4.5
- In the beginning of the programme only 6.3 % participants had an average score of > 3, this increased to 97.9% at the end of the programme

SMILE

CHILDREN MAGAZINE



—————*I teach Science for Grade 10 students and have a rich teaching experience of working with children from rural backgrounds of 19 years. I believe that a good teacher should maintain and control the children by giving homework. This will help them practice and perfect their learning. I will be easily upset if anyone in my class does not do the homework and believed in punishing them so they learn.

Nagaraj is one of my students in Grade 10. He is highly irregular to class but does his homework every time. He is known as a rough and tough student in the school. Once, he brought his homework (colour copied) with his name on it and showed it to me. I immediately recognised that it was not his handwriting. He refused to accept that he had borrowed his friend's homework and got it copied and did not accept his mistake. I was highly upset with this and punished him. If that weren't enough, I took him to the Headmaster so that Nagaraj would get an even more severe punishment.

I watched in absolute surprise as the headmaster spoke calmly to the Headmaster. He started to converse with him compassionately. After a while, I got to know that it was an effect of the training he had undergone at Dream a Dream. I was very influenced by his approach and nature. I was highly fortunate to have the opportunity to attend during the second batch. I thoroughly enjoyed all the activities in the workshop. I remember during the third workshop, the trainers were explaining the difference between a teacher and facilitator. It was during this work-

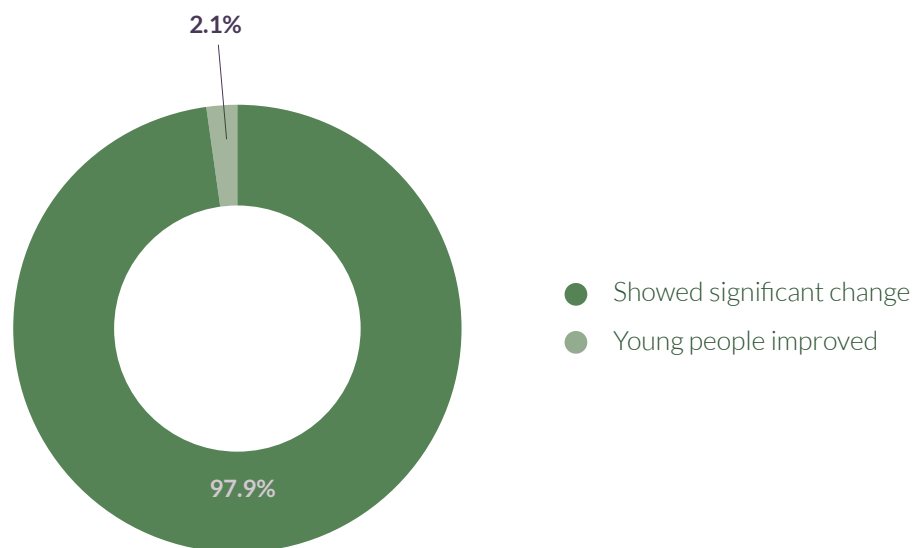
shop that I realised how harsh, prejudiced and short tempered I was, with my students. I felt sad for all the students who were influenced by my behaviour. I gradually began working on myself and started to mingle with each child in my class closely. This helped me get closer to Nagaraj. It was only then that I got to know that he had no guidance from his parents who were uneducated and did not support his needs. His parents run a small shop for their livelihood and had no time left from their busy day to spend with him. As I got closer to him, I began to see the changes in him.

Today, Nagaraj is regular to school and does his homework on his own. I feel empowered that a change in me is helping students learn well. I am trying to bring the best out of me so that children benefit.

“It was during this workshop, I realized that I was too harsh, prejudiced, and would get quickly angry with the children.”

**-Teacher, Government High school,
Mysore district.**

Overall Significant Change:



The analysis showed:

- 97.9 % of the participants showed improvement by at-least one standard deviation ($\geq .75$) and is considered a significant change
- 2.1% of the participants did not show a significant change but improved in life skills
- All male participants (100%) showed a significant change in their scores compared to female participants (96%)

97.9%

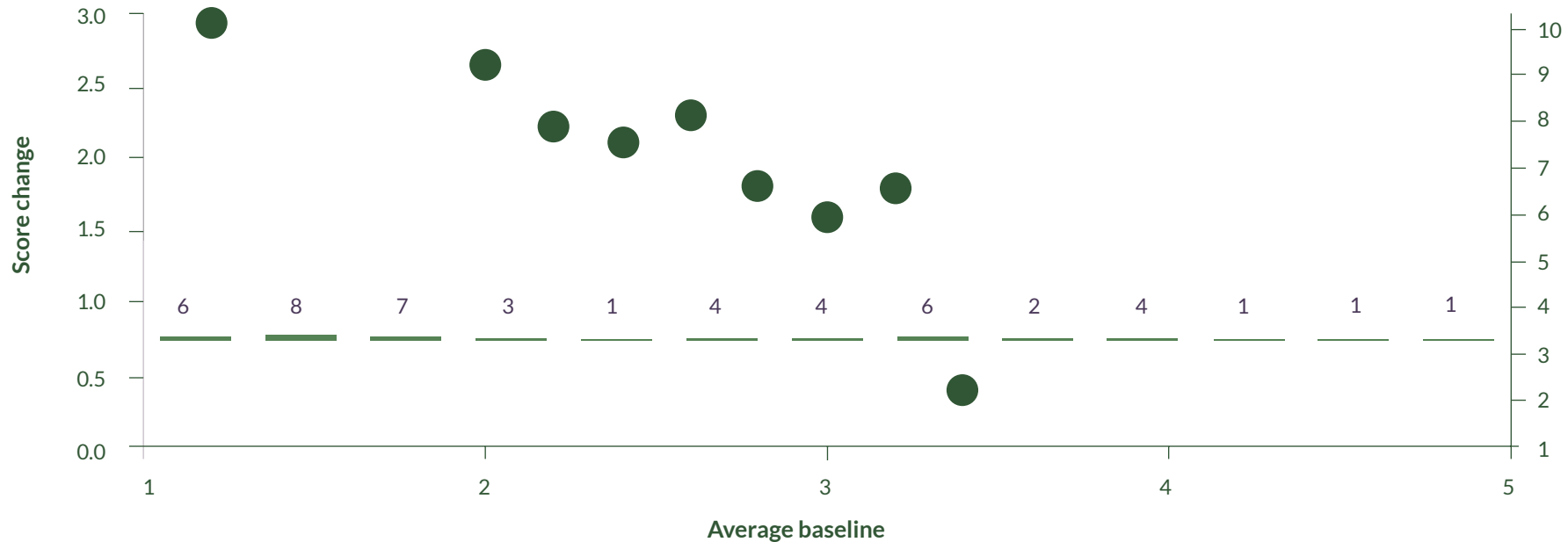
of the participants showed improvement by at-least one standard deviation ($\geq .75$) and is considered a significant change

Relation Between Baseline and Improvement

Young people with a lower baseline score showed a higher improvement in life skills

“This training helped me a lot, I am confident that I could bring changes in children’s lives as well as changes in society.

-Teacher, Sahana School, Tumkur District



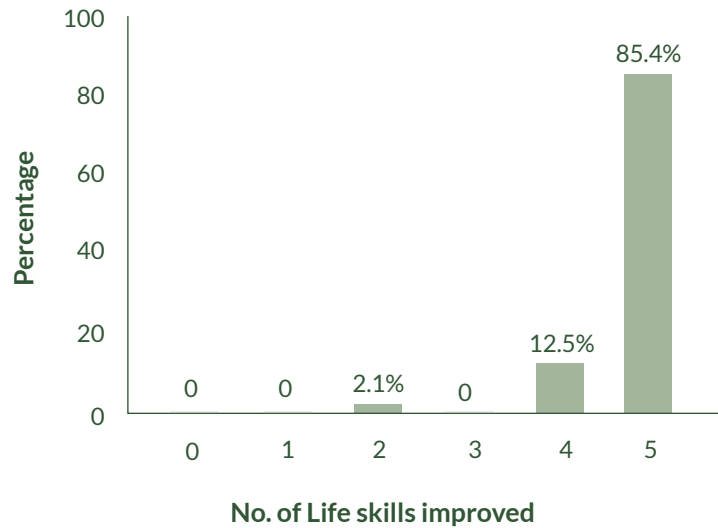
The analysis showed:

- **47.9%** of the participants had a baseline score between 1.1 -2.0 and a score change between 1.4 to 3.8 points. All 100 % showed a positive change
- **35.4%** of the participants had a baseline score from 2.1 -3.0 and a score change between 0.8 to 2.8. All 100% showed a positive change
- **12.5%** of the participants had a baseline score between 0-1.0 and a score change between 2.8 – 4.0. Among them 100 % showed a positive change
- **4.2%** of the participants had a baseline score from 3.1- 4.0 and a score change between to -0.4 -1.8. All 100% showed a positive change

The study showed a weak correlation (-0.25) between baseline and improvement, that is participants with a low baseline scores showed a higher improvement in the skills by the end of the year. The study also showed that the participants had a baseline score of 1.9 points and end line of 4.5 points by the end of the programme. The participants improved their score by 2.6 points. The high end line and improvement score shows the influence of teachers on children. This analysis shows that teachers are able to bring in change resulting in positive outcome. The high end line and improvement score shows the influence of teachers on children. This analysis shows that teachers are able to bring in change resulting in positive outcome.

Participants Showing Improvement in All Five Life Skills

85.4% of the participants improved in all five skills



The analysis showed:

- **12.5%** participant improved 4 out of 5 life skills
- **2.1%** participants improved in 2 out of 5 life skills
- A slightly higher number of female participants (88%) improved in all five life skills when compared to the male participants (82.6%)

Participants Showing Improvement in Each Life Skill

A minimum of 91.7% of the participants improved in each life skill

- Overall
- Male
- Female



The analysis showed:

Male (average LSA improvement is 2.0 points) participants showed a higher improvement in each life skill as compared to the female (average LSA improvement is 1.9 points) participants.

The following table also gives us the details of the participant's score and their improvement from baseline and end line:

The overall average improvement is 2.6 points

Life skill	Baseline	End line	Improvement
Interacting with others	2.4	4.4	2.0
Overcoming difficulties and solving problems	1.6	4.4	2.8
Taking initiative	2.0	4.7	2.7
Managing conflict	1.5	4.4	2.9
Understanding and following instructions	1.9	4.6	2.7
Average	1.9	4.5	2.6

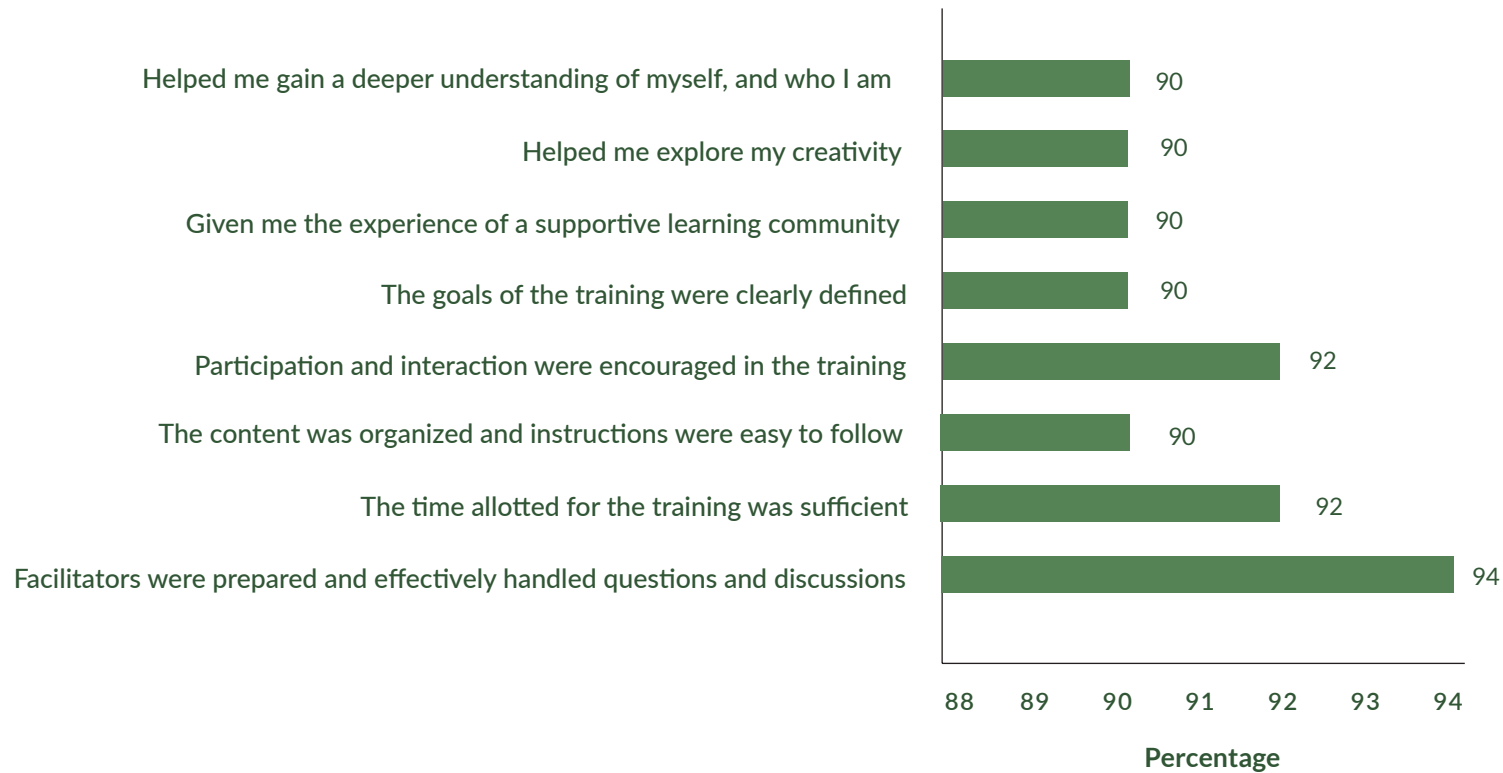


Feedback Analysis: 2017-18

In TDP, feedback is collected from all participants at the end of each LSF module. We had a total of 52 partners. Since TDP is a four module programme and stretches across 8 months, 23 partner schools completed all four LSF in 2017-18. The feedback data was collected from all these partner schools for analysis which helped us gain a deeper understanding of the programme.

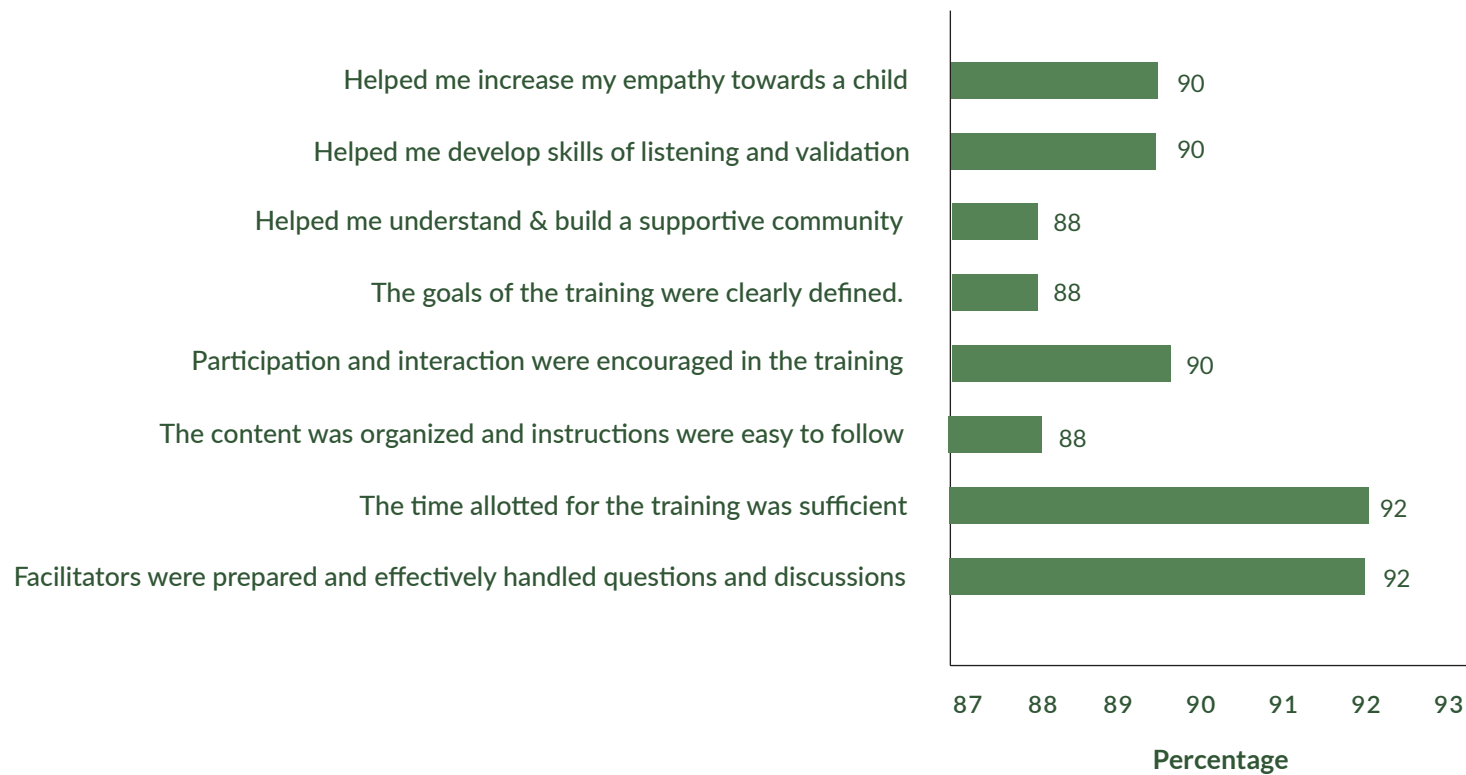
The data for feedback analysis was obtained from 23 partner schools from various parts of the state.

LSF 1



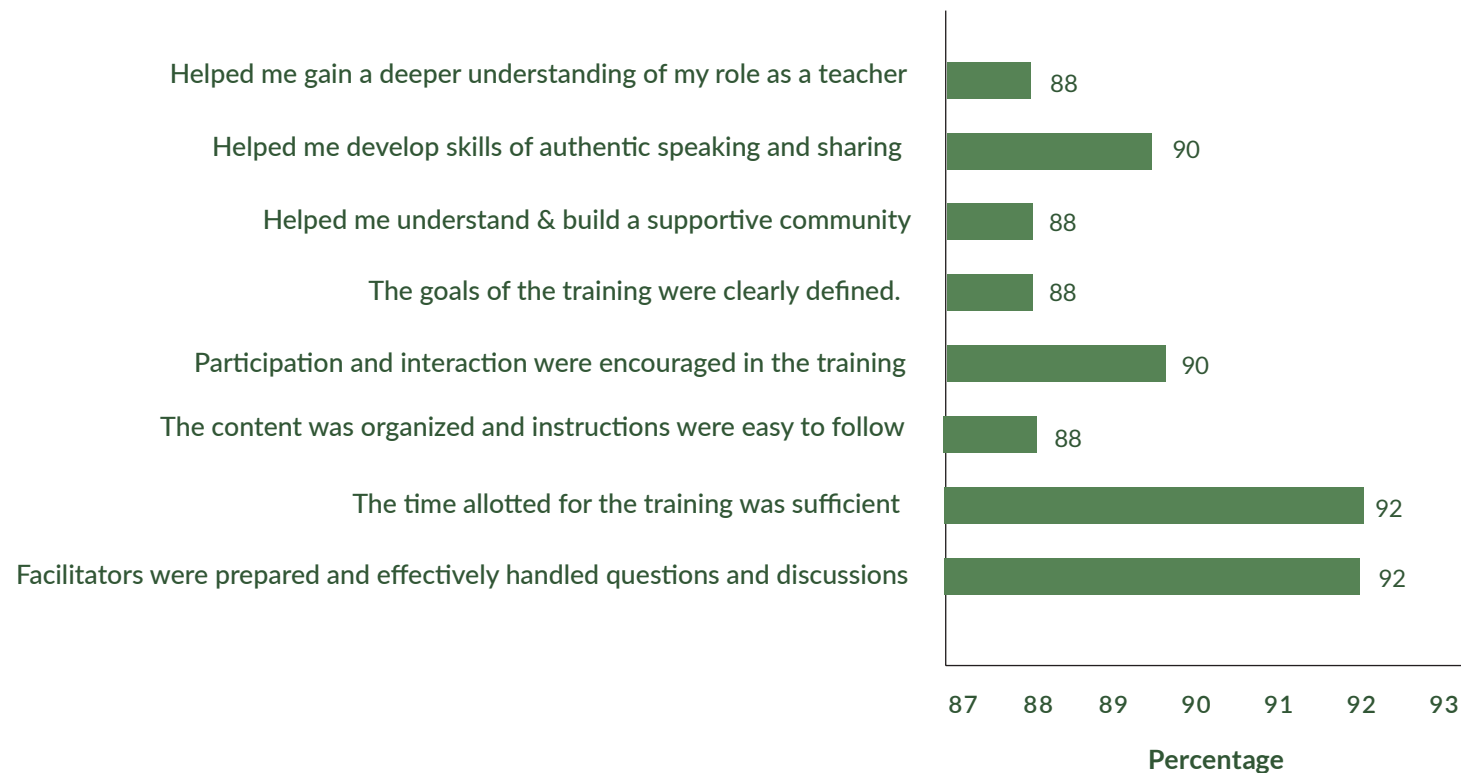
In the LSF-1, 90% of the participants were able to gain a deeper understanding of themselves and explore their creativity. The training also gave the participants an experience of supportive learning community. The participants gave an overall rating of 4.6 out of 5 for LSF-1.

LSF 2



In the LSF-2, 90% of the participants were able to develop skills of listening and validation through the training. The training also helped them increase empathy towards a child. The participants gave an overall rating of 4.3 out of 5 for LSF-1.

LSF 3



In the LSF-3, 90% of the participants were able to develop skills of authentic speaking and sharing through the training. The training also helped them get a deeper understanding of their role as a teacher. The training also helped them understand and build a supportive community. The participants gave an overall rating of 4.3 out of 5 for LSF-3

LSF 4



In the LSF-4, 90% of the participants were able to practice the life skills developed. The participants felt that the training helped them to create a space, learnt to continue in the supportive community and strengthen it. The participants gave an overall rating of 4.5 out of 5 for LSF-4

TDP - The Way Forward

In 2018-19, the TDP looks forward to working on deepening the impact and creating evidence of life skills in young people. The programme plans to have an in-depth understanding of the teachers' impact on young people through DLSAS. In 2017-18 DLSAS was piloted in two schools and proved successful. On the basis of this, the TDP has planned to administer DLSAS to 1200 young people enrolled for 2018-19. The data analysed will help in having an in-depth understanding of teacher's impact of life skills on young people. One of the primary focus areas for this year is to measure the skills in 1000 teachers who are a part of the TDP through the Teacher Assessment Scale.

Acknowledgments

We extend our gratitude to Mr.Rahul Koli, for providing his expertise in all the statistical analysis provided in this Impact Report - 2017-18. Rahul Koli is a Doctoral student in Demography and Statistics from the International Institute for Population Sciences (IIPS), Mumbai, India.

Glossary

ASLSP – *After School Life Skills Programme*

CCP – *Career Connect Programme*

LMSP – *Last Mile Support Programme*

TDP – *Teacher Development Programme*

LSF – *Life Skills Facilitation*

DLSAS – *Dream Life Skills Assessment Scale*

LSA – *Life Skills Assessment*

Score change = *End line LSA Score – Baseline LSA Score*

Improved - *Overall LSA Score Change is above 0.*

Did not improve - *Overall LSA Score Change is less than 0*

Maintained – *Overall LSA Score change is 0. The scores remained the same before and after the programme*

Above norms - *Baseline/End line Scores of the participants is ≥ 2.5 points*

Below norms - *Baseline/End line Scores of participants is < 2.5 points*

Retention – *Sum of participants completed the programme/Total no of participants enrolled in the programme*

Average attendance = *Sum of Attendance Percentages of all Participants/Total no of participants enrolled in the programme*

Standard deviation - *is a measure used to quantify the amount of variation of a set of data values. When the change in scores of the participant is $\geq .75$, it is equal to 1 Standard Deviation*

Significant change - *Participants whose scores change by 1 Standard Deviation ($\geq .75$) it is a significant change*

Meaningfully engaged - *To make meaningful career choices and decisions in life*



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